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ABSTRACT

This report is a synthesis of the annual reports of 50 state councils on vocational education for 1988. The summary outlines the governance of vocational education at the state level, the postsecondary level, and in relation to the Job Training Partnership Act. It also discusses the state councils of vocational education in regard to governance, responsibilities, information gathering, surveys and evaluation, education, the public role, and coordination effort. Significant accomplishments found by the synthesis include 124 new vocational education initiatives, 54 cooperative ventures, and 48 state legislative actions. The report suggests that state councils should promote joint planning, train personnel and improve recruitment, develop technological support, provide services to minority and disadvantaged groups, prioritize their recommendations, focus their agendas, and build bridges with other agencies. Appendices, about 80 percent of the document, are reprints from a January 1990 publication of the National Association of State Councils on Vocational Education. They describe state council actions for the past 6 years. An index to the issues is provided. (KC)

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National Center for Research in
Vocational Education

University of California, Berkeley

Working Paper

STATE COUNCILS ON VOCATIONAL EDUCATION
BRIDGING THE GAPS AND
DIMINISHING THE UNCERTAINTIES

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PREFACE

This publication represents a part of the service obligation of the National Center for Research in Vocation Education (NCRVE). The work was undertaken at the request of Dr. Larry Barnhardt, Executive Director of the State Council in North Dakota. It involved synthesizing and summarizing the Annual Reports of each of the 50 State Councils for the 1988 year and reducing it to a brief easily-read essay.

State Councils have unique roles in the state responsibility for providing vocational education/training. Possessing a great deal of autonomy and exercising a maximum of independence, State Councils serve as intermediaries while performing both mentoring and monitoring roles. They are, as shown in this publication, capacity-building mechanisms.

The two appendices are reprints from a January, 1990 publication of the National Association of State Councils on Vocational Education and authored by Larry Barnhardt and Jean Newborg. For an extended period of about six years, they show the coverage and the penetration of State Council actions in the United States. They serve, therefore, as important complements to the overall Report.

The purpose of the publication is to inform students about an important dimension of the field, to inform citizen advisory committees of the importance of citizen participation and to serve as a briefing document for new members of State Councils.

Finally, gratitude is expressed to John Mercer, Executive Director of the Minnesota Council and to Larry Barnhardt, Executive Director of the North Dakota Council for reviewing and making valuable comments for improving the entire publication. Any errors are the sole responsiblity of the authors.

Rafael Ramirez
Gordon I. Swanson

STATE COUNCILS ON VOCATIONAL EDUCATION BRIDGING THE GAPS AND DIMINISHING THE UNCERTAINTIES

INTRODUCTION

A strong vocational educational program is increasingly recognized as vital to the future development of each state's economic and human resources. The Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) serve as resources to the states so that programs and services can be developed to guide and assist individuals entering the work force. These resources are different, yet their purposes overlap. This paper will give a synopsis of how each one functions and the role that state councils on vocational education play. The information conveyed comes primarily from reports submitted by all the councils throughout the country and in the territories. This paper attempts to synthesize the messages and discover the story which lies on and beneath the surface of these reports.

GOVERNANCE: STATE LEVEL

First, it is important to give an overview of how vocational education and JTPA function within the overall educational organization of the United States. The primary responsibility for educational policy in the United States lies within the states. For operational reasons, state governments have ordinarily delegated authority to local school districts. State boards of education are agencies responsible to carry out the intent of legislation for vocational education in every state. Members are either elected or appointed. Most board members, for the sake of continuity, serve from seven to nine years. Most boards have from seven to 13 members who are generally lay persons serving without pay. In addition, state boards have had their authority lessened as legislatures have taken a more active role in educational operations. The board cannot levy taxes and is essentially an extension of the executive branch of the state.

This complicated and hierarchically based organization has led to complications involving separate governmental procedures at both the state and local levels. Policy at state levels originates with governors, legislatures, and state boards of education as well as thousands of local districts. While state legislatures and governors have constitutional responsibility for education, chief state school officers as well as school boards at both the state and local levels share a role in policy.

In every state, school districts are a primary unit of local government. Each district has an elected governing board which represents the general public. The local education authority can hire and fire employees, purchase and sell property and land, enter into contracts, sue, be sued, exercise the right of eminent domain and most importantly (except for California), act to require the levying of taxes. Hence, it should be noted that the basic educational governmental mechanisms involve lay control, substantial local autonomy, and public support. This is also the case for vocational education.

Under the Perkins Act, the latest enactment in a series of federal laws affecting vocational education, state boards of education are responsible for administering federal subventions to state level vocational activities. The powers of the state boards are, of course, subject to existing state law. The boards enter into agreements or contracts with the federal government in matters relating to vocational education. It is the state boards which make applications for receiving and expending federal monies in accordance with the various rules, regulations, and conditions set forth by the federal government. Administrative responsibility for federal allocation to state level vocational programs and activities are assigned to a state educational agency.

GOVERNANCE: POSTSECONDARY

Postsecondary administration is even more diverse than secondary administration for vocational education programs. However, there is significantly more central control in postsecondary vocational education. This is in contrast to the secondary vocational education programs which, for the most part, are much more decentralized.

Vocational education has historically served those students not pursuing an academic college degree. The Vocational Act of 1963 and the 1968 amendments attempted to address changing social and economic conditions of unemployment, especially in youth and minority groups, as well as addressing race and discrimination issues. In 1976, amendments to the Vocational Education Act of 1963 focused on the administration of federal funds by the states as well as addressing the issues of service to special populations, especially the handicapped and disadvantaged. The Perkins Act endeavored to further expand and emphasize program access and program quality. Program access focused on measures intended to assure that special populations have access and opportunities for success in vocational programs. Assurances for expected program quality were mandated in Title II, Part B explicitly stating that vocational education funds be used to expand, improve, and innovate vocational education programs. Generally speaking, all vocational programs are expected to reflect labor market needs but, practically speaking, only the "occupationally-specific" programs are sufficiently sensitive to labor market needs.

Federal funding for vocational education generally supplements state monies and offers targeted support to supplemental activities including personnel and curriculum development. State funds constitute the major portion of the total. The 1976 amendments consolidated funding into basic grants which were intended to allow more discretion to individual states to meet different needs. In addition, special funding was provided for minorities, handicapped and limited English-speaking populations as well as for consumer and homemaking education, and provided emergency assistance for remodeling and renovating vocational education facilities. In anticipation of rapid technological changes, the Perkins Act also endeavored to provide funds for modernizing, expanding, and improving the quality of vocational education. In Title II of the Act, 57 percent of all funds are set aside for target populations and the remaining 43 percent remain in the mainstream for program improvement, expansion, and innovation. The focus of vocational funding is expected to be one of program enhancement and improvement rather than maintenance.

GOVERNANCE: JOB TRAINING PARTNERSHIP ACT

JTPA, unlike vocational education, is entirely a federal program. Under the JTPA, the governor is responsible for assigning the activity to any bureau or state agency he or she sees fit. However, JTPA funds come to a state earmarked for basically three purposes: Title II-A (to train participants and place them in unsubsidized private sector jobs); Title II-B (to support employment-related training during summer months for economicially disadvantaged youth); and Title III (to retrain, and if necessary, relocate skilled workers who have been laid off or who are unemployed because of reductions in the work force, plant closings, or changing labor demands). There is also a small amount of funding under Title IV-C for job development and placement for veterans. Private industry councils (PICS) which manage the service delivery areas (SDAS) circulate requests for proposals (RFPs) and select proposals to address their priorities. JTPA-funded programs are expected to be sensitive to labor market needs.

STATE COUNCILS ON VOCATIONAL EDUCATION

GOVERNANCE

When attempting to increase coordination, the questions of agency integrity and sometimes autonomy come into play. Under the Perkins Act, if any state wants to receive federal funds for vocational education, it must establish a citizen group, a state council on vocational education. The governor or state boards of education, when such boards are elected, must appoint 13 members representing agriculture, business, industry, labor, and educational institutions to serve on this group. It is they who are best positioned to advocate for vocational education within the state because they can fulfill their mission more independently and penetratingly than if they were within a more bureaucratic structure. They can coordinate, meld, adapt, and give expressive intention to the Perkins Act and JTPA. It is their place to do so, to be a gadfly, sometimes iconoclastic, always a positive force, a continual reminder of the importance of vocational education. Without effective vocational education programs, more students would become locked into low end jobs, never being able to pull themselves

up and putting even more demands on the social service structure. If vocational education is an essential component of the overall education process, then the state council should be the tool for insuring that vocational education programs will be concerned, proactive, local, personal, and effective. One should not underestimate the value of the state council's ability to contribute to vocational education programs designed to meet the needs of the state. State councils not only have a state perspective, but even more, a national perspective. Through their emphasis on analysis of programs and interagency cooperation they are in an ideal position to facilitate cooperation between vocational education and human resources.

RESPONSIBILITIES

Today, many state councils attempt to make recommendations which minimize unnecessary duplication and maximize resources. They exist to put things on the agenda of others; they are not in business to govern, administer, or regulate. Their business is to facilitate, complement, and supplement. Their primary responsibility is to advise the governor, vocational and technical education systems, JTPA programs, and the business community on policies or initiatives that should be pursued to strengthen and modernize vocational education. The Perkins Act has delineated several mandates which state councils must meet. However, many state councils have gone beyond these requirements.

Some state councils have set out to analyze the problems of their respective states and to recommend and assist in implementing programs specific to their state's needs. While they differ in tactics and procedures, they seek the same goal--to facilitate the improvement of vocational education. Their recommendations and initiatives are creative and innovative since they adhere to the type of resources, politics, and organizational structure of their respective states.

Most state vocational educational programs would agree with the premise that an essential aspect of an effective broad-based vocational education program is a continuum of career-vocational programs and support services responsive to equity, changing demographic patterns, changing needs, advances in technology, and skill requirements of employment. A continuum implies a coordinated

and comprehensive system for meeting the needs of clients being served through vocational education programs.

As one state council report put it, "State councils must constantly be in motion, establishing and nurturing external linkages, always pursuing windows of opportunity to foster and promote ideas." This report will tell how it is that state councils play such a vital role in vocational education and will discuss exemplary programs implemented by various states to meet goals delineated by the Perkins Act.

Vocational education does not operate in a vacuum. Many factors go into the dynamics of developing appropriate and effective programs. The population and business needs of each region and state are different and are always changing. Therefore, to ensure that vocational education is being successful, state councils must question many different groups and entities. State councils also conduct surveys, write position papers, assess existing programs, and make appropriate recommendations. Most state councils monitor the delivery of vocational education and continuously make recommendations that they believe will increase access, efficiency, and effectiveness of the delivery system. However, it should be noted that these recommendations rarely suggest responsibility for implementation. Too often there are so many recommendations that it is difficult to ascertain priorities. The result is that often the recommendations remain just that--recommendations.

State councils are mandated by the Perkins Act to evaluate the vocational education delivery systems and JTPA in terms of their adequacy, effectiveness, and extent in achieving their respective purposes. In addition, state councils must assess the coordination of activities funded by these two acts. The two basic purposes of the Perkins Act are to assure access to participation for all in preparation for work and to expand and improve the quality of that preparation. As part of their evaluation responsibilities, state councils wisely spend a good deal of their time in gathering information to make a judgement on the delivery systems supported by the Perkins Act and JTPA in terms of effectiveness and interactiveness.

INFORMATION GATHERING

State councils are required to hold hearings to hear from the public about their concerns about vocational education. Some types of hearings and meetings held are: (1) business/industry, (2) private sector, (3) education community, (4) employers, (5) committee, and (6) open public. Some state councils also host roundtables with professional organizations to exchange information. An example of a specific type of meeting held by state councils is employer focus group meetings. They are held across states to gain employers' perceptions of the competence of vocational education students and graduates. Employers are also asked how they view future changes in their industies and how these changes will affect the skills needed in future workers. Employers selected to attend usually represent occupational areas identified with specific instructional programs. One thing all these meetings have in common is that they usually result, sooner or later, in generating recommendations.

SURVEYS AND EVALUATION

In addition to conducting hearings to gather information, many state councils conduct a wide range of surveys with published results. These studies differ in purpose and target groups. Some focus on analyzing effectiveness of the vocational education programs. Others focus on students or employers' needs and concerns. Some may focus on a specific target group while others are broad and seek to assist the governor and legislature in analyzing job training efforts. An example of a common survey are those which focus on employers. These studies are usually designed to determine, from an employer's perspective, how well vocational education is doing in preparing students for jobs that exist and the extent of private sector interaction with vocational education. An example of a not-so-common survey is one that focuses on school board members and their chief school administrators to ascertain concerns and feelings of local policy makers toward vocational education.

Several other methods for gathering and conveying information regarding vocational education are also utilized by state councils. Some conduct evaluation strategies workshops to identify the critical issues relating to the effectiveness and adequacy of the vocational education delivery system. Some also sponsor different types of working conferences to explore ways of expanding education and training opportunities for special populations and business and industry. Furthermore, some request representatives of exemplary programs to furnish information about their programs so that common components attributed to the success of vocational programs that exemplify the purposes of the Perkins Act can be identified and replicated throughout the state.

In a midwestern state, for example, an initiative entitled "Successful Linkages" was implemented. In this initiative, representatives of programs exemplary in cooperation, coordination, and involvement with government agencies and the private sector were asked to describe how their program works, tell why their program works, identify barriers they have overcome, and make suggestions that could be used by other local programs. The state council was then able to make recommendations to the state board of education and the job training coordinating council focusing on activities that would communicate the success factors to other vocational programs. In addition, the state council held a hearing at which certain representatives discussed their exemplary programs. The comments were then transcribed and included in a booklet. This initiative not only helped identify key components of successful programs but also served as a reference to others wishing to emulate successful programs.

Evaluation of programs that emphasize business and labor interests such as economic development, small business assistance, employment generation, and assistance in government procurement is a critical function performed by state councils. Another business and labor priority pursued, recommended, and developed by state councils include entrepreneurship programs providing specific entrepreneurial training for clients.

EDUCATION

State councils endorse programs, workshops, and special efforts. Some play a vital role in improving vocational education by assisting in establishing local advisory councils and assisting those individuals who wish to participate on such committees. Others distribute fliers and pamphlets on council membership and responsibilities. Some materials provide guidelines, suggest local council activities, and provide worksheets and checklists for use in program improvement activities. Other state councils provide different brochures and pamphlets depending on the level of participation. For example, one is a pre-membership pamphlet, another is a membership guide, and the final one is a leader's handbook. These provide significant leadership, advice and technical assistance to facilitate participation of business, industry, and labor in vocational education through state and local advisory councils. Many state councils also conduct seminars or show video tapes to increase the effectiveness of advisory councils. Others conduct workshops to train educational agencies in working with the local business communities in designing their vocational education programs. These types of initiatives usually lead to enhancement of participation from the private sector in vocational education.

In order to help those directly involved with planning and implementing stages of vocational education programs, state councils hold regular conferences as well as a number of public meetings that either address pertinent issues or serve a public awareness function. Off-site and on-site program reviews are conducted by all state councils. Workshops are held in which vocational education issues--pedagogy, planning, interagency cooperation, and research are addressed. Each state council conducts research and publishes its findings in technical reports and position papers which are widely disseminated and discussed not only within their state but with other states and at regional and national conferences.

THE PUBLIC ROLE

Recommending ways to expand the public's participatory role within vocational education, as well as assisting in such efforts, have been the foci of many state councils. Some sponsor state-wide marketing campaigns to expand the public's participatory role within vocational education. This usually consists of radio and television public service announcements, distribution of placemats, posters, and roadside billboards. Others publish quarterly newsletters, prepare press releases, and make public service announcements. Some host while others participate in vocational education week activities and state job fairs. Other state council write articles for journals, newsletters, and other publications to promote vocational education. Some even provide publications to assist vocational education teachers and administrators in promoting vocational education programs in their communities. State councils also provide workshops on a state and national level on how to utilize the media to promote vocational education.

In order to carry out this myriad of self-imposed tasks, many state councils have established committees to oversee implementation of their many tasks. Committees meet as frequently as twice a month depending on the urgency of work being performed. Some council members have voluntarily contributed as much as 200 days of work at committee meetings in addition to participating in the monthly council meetings.

EVIDENCE OF COORDINATED EFFORTS

Some of the most recent evaluations conducted by state councils demonstrate that the various agencies providing education and training services can work cooperatively. For example, several state councils evaluated interagency efforts focusing on youth corps programs, welfare reform programs, and at risk youth programs as well as drop out prevention programs. Disadvantaged and handicapped youth are served through programs operated jointly by community colleges, JTPA, mental health and Perkins funds. Other interagency programs evaluated by state councils involved remediation training

for youth and adults; adult literacy programs; and programs which aid in the choosing and acquiring of vocational skills; to work transitional programs that, for example, would insure that economically disadvantaged 12th-grade students will be offered appropriate employability skills and training; inschool youth programs; and job search/job counseling programs.

Other coordinated programs such as children at risk and single teen parent consortia will involve JPTA, vocational education, special discretionary funds from 94-142 and local school district matching funds which are expected to have the oversight of the state council. Job centers developed by recommendations of state councils are generally established for recruitment, assessing, and training individuals for employment. This function offers local human resource capital for employers and is cooperatively funded by several agencies including JTPA and other state boards.

Community and technical colleges are utilized as service providers in response to the needs of local businesses for JTPA participants. In addition, these colleges allot spaces for JTPA participants to be mainstreamed with secondary students. A major coordination effort recommended, evaluated, supported, and advocated for by state councils is having PIC members serve as members of local advisory councils for vocational education and vice versa.

Youth corps programs, run by individual school districts, are funded by JTPA. While the programs differ in format, there was agreement that they were successful coordination efforts between JTPA and vocational education. Another area of evaluation involves assessing the cooperative efforts joining local education agencies and community-based organizations providing career counseling services and vocational skill training for economically and educationally disadvantaged youth.

SIGNIFICANT ACCOMPLISHMENTS

An analysis of significant accomplishments of state councils was recently conducted by the National Association of State Councils on Vocational Education (NASCOVE). This analysis was to determine the major outcomes that occurred as a result of the recommendations and activities of state councils. The study survey, which limited each state council to report no more than five of their most

significant accomplishments, resulted in 232 outcomes reported by 51 state councils. A multi-faceted analysis shows:

The specific outcomes that resulted from the state councils recommendations included:

124 new vocational education initiatives undertaken.

88 new and expanded policies established.

58 cooperative ventures undertaken with other entities.

46 state legislative actions taken.

The major effects of the work of state councils have been on issues relating to:

Inceasing accessibility for target populations.

Financing.

Strategic and visionary planning.

Utilization and involvement of the private sector.

State councils have addressed, in a significant way, the major purposes of Perkins Vocational Education Act of expanding, improving, modernizing, and developing quality vocational education.

The state council "mandates" that led to the most significant accomplishments were those on:

Policies and initiatives the state should undertake to improve and modernize vocational education.

The development of the state plan for vocational education.

The availability of vocational education activities and services.

The extent to which targeted populations were provided equal access to quality vocational education.

Over 80 percent of the recommendations and activities led to a specific outcome within one year. Ninety percent resulted in at least one action within three years.

Over 90 percent of the recommendations and activities reported in this study have occurred within the past five years and, as such, have occurred since the enactment of the Perkins Act in 1984.

Appendix A includes a description of the major outcomes that occurred as a result of the significant recommendations and activities of the state councils. Appendix B provides a catalog of issues for each recommendation and activity.

HOW CAN STATE COUNCILS DISTINGUISH THEMSELVES

In Promoting Joint Planning And Cooperative Services

State councils offer the unique advantages of providing a forum. They may extend these forums into larger, perhaps regional, conferences. They may also provide support and resources for workshops addressing issues of state and local interest.

State councils have the means to publish and disseminate resource material aimed at providing access to greater networking systems.

State councils can set their own agendas. For example, not only can they facilitate more active communication with regard to vocational education and training, but also develop models for implementation between local and state boards of education.

State councils can take the lead in providing a critical evaluation of why JTPA programs rarely, if ever, become self-sufficient. State council reports discuss innovative programs primarily funded through JTPA. The issue of whether or not local jurisdictions have in the past or are planning to continue these programs with non-federal funds, once the JTPA funding ends, needs to be openly discussed.

Supporting Education And Training And Recruitment Of Clients

State councils can endorse, publicize and support projects. They can open a dialogue about the need, the efficacy, the cost, and the benefits of getting educators out of the classrooms and into industry to gain a general knowledge of theories, trends, and vocational structures of the world of work and specific knowledge of industries and agencies in their areas.

State councils can set the example by having their members become actively involved in the schools, e.g., by serving on the accreditation teams of schools and colleges. This provides for first-hand experience with the delivery of vocational education and serves as an accountability check.

State councils should support their members serving on state task forces that address issues beyond the scope of vocational education and, in so doing, cultivate a network of new contracts and resources.

State councils should encourage vocational education and community and technical college administrators to participate actively with PICs.

In Developing Technological Support To Improve Communication And Recruitment

State councils should encourage the development of an educational resource and service directory to assist state and local agencies and organizations in coordinating services.

In Increasing The Opportunities For Service To Individuals Traditionally Underserved

State councils:

- Should encourage strategic planning activities.
- Encourage the expansion of career guidance and counseling initiatives.
- Support the development of a master plan for vocational education with a clear focus on meeting the needs of traditionally underserved populations.
- Promote the curricular integration of general, academic, and vocational programs.
- Support the use of an equitable student assessment program.

IS THERE ANYTHING LACKING IN THE CURRENT STATE COUNCILS REPORTS

Some of the reports prepared by the state councils contain numerous recommendations. The emphasis appears to be unduly on quantity of recommendations. There is little evidence of thought given to either the priority or the feasibility of implementing the recommendations. There is also little evidence of concern for designating a person or agency responsible for implementating the recommendation. Most state councils attempt to address the entire gamut of vocational education and JTPA issues on an annual or biennial basis. Rather, the mandates could be more effectively met if state councils did more selective and penetrating fact finding.

State Councils have the obligation and responsibility of developing their own agendas and to alter their styles to fit their needs. For example, they can be supportive, or facilitative, or critiquing, or planning. State councils should more clearly articulate their agendas, showing a central focus and clearly obtainable goals and objectives.

What should be the mechanism linking appropriate services and agencies with clients? Increased appreciation for viewing clients as part of a social service network would significantly increase the value of state council reports. Alignment of curricula, training, and other services for clients needs greater focus as does active cooperation and networking among agencies. State councils could be especially helpful in promulgating and facilitating this broader and more comprehensive view of the clientele being served, addressing questions related to family, dignity of work, local community development, and a sense of clients as individuals.

State councils should be the place where these concerns are voiced, emphasized, discussed, and put on the state's education and training agenda. The challenge to future state council reports will include addressing the central issues of how clients are viewed and accommodated through a network of social services. State councils must facilitate the building of bridges among the various agencies. Emphasis should be placed on the clients as individuals within an interactive social context. Otherwise, it could be said that state councils are not playing a truly facilitative and supportive role in vocational education and training.

Most state councils would agree that analyzing the results of research is necessary in order to plan effectively. Knowledge of research findings is most important to any evaluation effort. It is a basic assumption that those who implement vocational education at the various levels as well as those who represent the private economic sector need to be knowledgeable regarding vocational education services in their states. It is not clear, but should be, from some state council reports whether or not appropriate research and analysis of ongoing vocational education services are being effectively disseminated and discussed among local decision-making bodies. If the information is not being made available in an effective manner, then perhaps local decisions are being made with more uncertainty than would otherwise be the case. Hence, there may be more replication and disjointed coordination efforts than would otherwise be the case.

SOME CLOSING THOUGHTS

Vocational education and JTPA could provide a more effective and efficient service to our nation. Each espouses as its main goal to meet the needs of youths, adults, the community, agriculture, business, industry, and labor. Mediating Perkins and JTPA programs should be the state councils who would, under ideal conditions, play a distinctive role within the parameters of these two programs. They could offer the unique advantages of a forum, in addition to their more traditional role of evaluating programs, assisting agencies, and providing recommendations in their advisory capacity.

Also, state councils have the ability to conduct selective and penetrating fact finding. They can research issues and generate discussions as they attempt to arrive at consensus of the needs of a particular locality or region. In their evaluative efforts, they do not need to cover the same terrain year after year but could prioritize particular issues each year, develop a strategy for addressing those issues, and then concentrate on evaluating their effectiveness in implementing their strategies. One clear issue of accountability would be selecting issues about which they can exert influence and then determining how successful they were in exerting influence.

State councils should also evaluate themselves in how well they adapted their style to meet the demands and pressures generated by certain issues. Were they supportive, facilitative, critical, developmental, responsive, active, or impartial at appropriate times and how do they know this information? How are they monitoring themselves?

Essentially, state councils should serve as bridges among the different segments of vocational education and training and select the issues agenda which best serves this role. They need to be able to provide appropriate technical assistance to local councils which will facilitate cooperation between education and the private economic sector.

Planning for change cannot be over emphasized. In deciding upon an agenda, state councils should become more process oriented using vocabulary such as planning group, working group, and learning group. The emphasis of state council agendas should be on development of team building skills, positive attitudes, brainstorming, collaboration, collegiality, and a common knowledge base to enhance communication among different agencies and levels of authority.

APPENDIX A. SIGNIFICANT OUTCOMES RESULTING FROM STATE COUNCIL RECOMMENDATIONS AND ACTIVITIES

ALABAMA

••1••

Recommendation • Council recommended state join Principles of Technology Consortium. (Alabama refused its first chance to do so.)

Joined forces with the Tennessee Valley Authority and others to contribute necessary funds; now in 30 sites.

••2••

Recommendation • Council recommended the establishment of a community college system to replace a dual system of technical and junior colleges with common pay scales, course titles, etc.

Unification of the system has begun. Some technical and junior colleges have been merged; courses are being standardized and differentiated for administrative purposes. Preparation of technician-level personnel is now possible in Alabama.

••3••

Recommendation • Council recommended the equitable distribution of vocational units via a formula-driven system. Later, the Council recommended that additional units be redistributed by priority; that is, only certain kinds of units be redistributed.

The distribution of vocational teacher units was removed from the arbitrary power of the Director of Vocational Education. Only certain kinds of units were redistributed by priorities which were suggested by the Council itself.

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Recommendation • Council recommended that the State Plan for Vocational Education be based upon priorities.

Governor convened a group of 42 industrialists to prioritize the options found in Title II, Part B, of PL98-524 and listen to the ways in which the state intended to address them. Approximately 2.5 million dollars was subsequently shifted from the secondary to the postsecondary group.

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Recommendation • Council recommended that the industrial training group (AIDT) rely more upon the two-year colleges to provide short-term, customized training to existing business and industry. (Previously, AIDT assumed responsibility for all such training and did so with mobile units. Two-year institutions were only serving full-time, daytime students at the time.)

The state initiated TFI/TFB (training for industry; training for business) as full-time enrollment earning activities of the two-year colleges. Such activity has been significant in the past three years.

••6••

FY1986 Activity • In FY1987 the Governor's Council invited the Alaska State Job Training Coordinating Council to meet in joint session to discuss areas of mutual concern and develop coordinated strategies where and when appropriate.

The Governor's Council and the SJTCC have been meeting in joint session each year since FY1987. The outcomes of those joint meetings are:

FY1986. Agree to future joint meeting.

FY1987. Development and implementation of a marketing strategy for JTPA programs.

FY1988. 1. Proposed legislation for youth-at-risk programs.

2. Coordinated expenditures for youth programs.

FY1989. 1. At the request of the G/COVE and the SJTCC, the Governor established a Mini-Cabinet on Employment and Training.

2. The Governor adopted a state policy on employment and training.

3. The Alaska State Legislature funded a State Training and Employment Program (STEP) to augment JTPA programs.

FY1990. A collaborative agreement is being developed between the state's Private Industry Councils, the State Department of Education, JTPA, and private industry to develop a statewide initiative for youth-at-risk that incorporates collaborative funding from six sources.

••7••

FY1985 Recommendation • The Governor's Council recommended the State Board of Education appoint a committee to coordinate services provided under the Perkins and JTPA Acts.

FY1986. In the fall of 1985, the State Board of Education appointed the JTPA/Education Coordinating Committee to develop coordinated programs for the 8 percent set-aside under the JTPA Act. The effectiveness of this group is evidenced by the coordination, cooperation, and collaboration that has expanded beyond the 8 percent program to include JTPA and Perkins initiatives and collaboration with private industry to develop a statewide initiative for youth-at- risk that incorporates funding from six different sources.

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FY1987 Recommendation • The Governor's Council recommended the University Board of Regents: create a Statewide Office of Vocational/Technical Education within the Statewide Administration; appoint a statewide advisory committee comprised of members representing the concerns of business, industry and labor; hire a director for the Statewide Office and deans for each university site; aggregate all vocational/technical funding under the Statewide Office; develop program standards; and place all vocational-technical funds under the control of the Statewide Office.

FY1988. To date, the University Board of Regents has created, funded and staffed a Statewide Office of Vocational-Technical Education; appointed a statewide advisory committee; hired deans of vocational-technical education at each university site; combined all vocational-technical appropriations into one identifiable budget request unit for the statewide university system; and for two years, has maintained vocational-technical funding when other areas of the university budget have received decreased funding due to declining state revenue.

FY1990. For the first time in the history of the University of Alaska, the university brought all vocational-technical administration and staff to a working forum, titled "Alaska's Challenge: Tomorrow's Employees." Two more forums will be held this fiscal year. The expected outcome is development of a strategic plan outlining the university's role in human resource development in the state.

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FY1989 Recommendation • The Governor's Council organized and chaired a statewide advisory committee to provide advice to the Alaska School Counselor's Association on the development and implementation of a K-12 school counseling program guide.

FY1989. The "Alaska School Counseling Program Guide" was developed and released for public comment. In the spring of 1989, the State Board of Education formally recommended the Program Guide be adopted in Alaska's school districts.

FY1990. The Program Guide is officially being piloted in six Alaska school districts and unofficially being used in numerous other districts.

••10••

FY1985 Recommendation • The Governor's Council recommended the State Board of Education develop standards for secondary vocational education programs.

FY1985. The State Board of Education appointed a task force comprised of representatives of business, education and labor to develop standards for vocational education programs. Those standards were developed, released for public comment and adopted by the State Board of Education. The Board then promulgated regulations establishing minimum standards that secondary vocational programs must meet to receive state vocational funding.

ARIZONA

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January 1983 Recommendation • Standards are essential in meeting the purposes of vocational education and should be part of the funding process (SACVE Arizona Model of Vocational Education).

1986-90. Arizona Department of Education has established Program Standards for all areas of State Board approved vocational programs. Courses must meet 90 percent of program standards to receive funding.

••12••

April 1987 Recommendation • The Council recommended that the State Board continue their study and support of utilizing specific vocational programs to meet academic requirements for graduation from high school.

November 1989. The State Board approved an amendment to their rules allowing academic credit for specific vocational programs based on competencies accomplished.

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April 1988 Recommendation • It is recommended that the State Board give support to school districts in providing programs of Exploration.

1988-89. The Arizona Department of Education reemphasized support of Exploratory Programs with a greater degree of funding.

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April 1988 Recommendation • It is recommended that attention be given to the special problems of Vocational Education in the rural areas of the state.

1988-90. A special task force on Rural Vocational Education was formed by the Arizona Department of Education to study and develop some pilot programs. Also, the Arizona Department of Education joined with SCOVE in sponsoring a workshop on "Business/Industry Update" for rural educators.

ARKANSAS

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1973-Present Activity • Wrote appropriation bills infusing funds into secondary and postsecondary vocational-technical education. As of this date, in excess of $150,000,000 has been generated.

1973-Present. General Assembly enacted bills drafted by Council.

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1981 Activity • Wrote legislation completely restructuring system. Made vocational- technical education co-equal to general and higher education departments.

1981. General Assembly enacted bill (Act 66 of 1981).

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1983 Activity • The Council was a key agency which created the Arkansas Science and Technology Authority. It is the only one of its kind in the U.S.

1983. General Assembly enacted bill into law 7/1/83.

••18••

1985 Activity • Wrote three bills which created Riverside Voc-Tech School and helped with funding. Riverside is on-site at the State Department of Correction. The total appropriation was approximately $850,000.

1985. General Assembly enacted all three bills, effective 7/1/85.

••19••

1986 Recommendation • The Governor requested that the Council serve as the Quality Vocational Education Review Commission. Its priority recommendation was that the state should establish mission statements for all levels of vocational education.

1989. Under leadership of new State Vocational Director, the State Board not only approved mission statements for vocational education, but continues to adopt key recommendations.

••20••

1988 Recommendation • The Arkansas Business Council, made up of private-sector Arkansasans who are financially powerful, recommended a change in the governance structure for vocational education. The SCOVE held hearings and heard testimony from all sides, ultimately recommending that the governance remain as is and that the goals of the ABC be accomplished through articulation efforts.

1989. General Assembly did not pass any legislation changing the governance structure.

CALIFORNIA

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November 1986 Activity • SCOVE questions legality of "funding pools" for Handicapped and Disadvantaged dollars Title II-A, a mechanism used by the State Department of Education (SDE) to distribute by grant rather than by formula.

November 1986. SDE staff inform SCOVE that funding pools are legal.

••22••

January 1987 Activity • Letters written to presidents of State Board of Education and Board of Governors of the California Community Colleges regarding a number of unresolved issues in the Three-Year Supplement to the California State Plan for Vocational Education. Issues include use of "funding pools" by the SDE and the lack of operation of the Joint Advisory Policy Council (JAPC) for joint planning by the SDE and the Chancellor's Office of the California Community Colleges (COCCC).

June 1987. JAPC reconstituted and first meeting initiated.

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November 1988 Activity • SCOVE requests to regularly participate in JAPC meetings.

November 1988. Members of JAPC agreed there would be a standing agenda item for SCOVE.

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March 1988 Recommendation • Based on the SDE informing SCOVE that funding pools are legal, SCOVE recommends to JAPC that a formalized procedure be developed which defines the criterion, objectives, funding levels, and process for demonstration models.

June 1988. Letter from U.S. Department of Education to California SDE states that the use of funding pools outside the formula are not permitted. All handicapped and disadvantaged funds must be distributed by formula.

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December 1988 Activity • SCOVE identifies, at JAPC meeting, problems with the proposed amendment to the Two-Year State Plan for Vocational Education regarding carryover/released funds for Handicapped/Disadvantaged Title II-A. The proposed amendment does not describe the process which would identify "participating eligible recipient with the greatest needs."

December 1988. SCOVE meets with SDE and COCCC staff to discuss revised amendment. As a result of this meeting, a process is identified for distribution of carryover dollars, more specificity added on how priorities would be determined and SDE writes letter to USDE requesting clarification on identification of participating eligible recipients with greatest need for additional funds.

••26••

December 1988 Activity • SCOVE sends letter to USDE to request clarification of "participating eligible recipients" so amendments could be finalized and dollars distributed.

SCOVE receives letter from SDE which states that their current policy is all released and carryover disadvantaged and handicapped funds will be reallocated to participating eligible recipients (as of 12/29/89, no response to SDE or SCOVE from USDE regarding clarification and interpretation of participating eligible recipients).

COLORADO

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1985 Recommendation • Evaluate preservice and in-service vocational teacher education and make policy changes which will promote program improvement, consolidation, expansion, and/or geographical availability of in-service education throughout the state.

Four Regional Professional Development Centers were created to determine in-service needs on a regional basis and to provide programming to meet those needs.

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1986 Recommendation • Establish a statewide articulation policy for all vocational programs.

State Board for Community Colleges and Occupational Education (SBCCOE) developed policy on articulation and assigned full-time staff to help LEAs develop and implement articulation agreements.

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1988 Recommendation • Develop and implement a statewide "Colorado Educators in Industry Program."

Colorado Community College and Occupational Education System (CCCOES) appointed a committee to develop and implement such a program.

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1989 Recommendation • Determine the role and future direction of vocational education.

System (CCCOES) President appointed a Special Assistant to the President for Future Planning.

CONNECTICUT

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March 1987 Recommendation • The State Board of Education should work to secure the necessary legislation or interagency agreement to assure transition planning and programs are in place in all local education agencies.

October 1986-March 1987. The Connecticut State Council on Vocational-Technical Education testified on the need to enact legislation to assist students with handicapping conditions achieve a successful school-to-work transition.

In a companion action, the State Council urged the State Department of Education to develop and implement an interagency agreement to provide coordinated services in a least restrictive environment to persons with handicapping conditions. An interagency agreement, "A Cooperative Agreement Concerning Services to Handicapped Persons," was signed by the Connecticut State Department of Education; Division of Curriculum and Professional Development; Division of Education Support Services; Division of Vocational, Technical and Adult Education; Division of Vocational Rehabilitation (now Division of Rehabilitative Service); and the Deputy Commissioner and Commissioner of Education.

June 1987. The Connecticut General Assembly enacted legislation, signed by the Governor, An Act Concerning Individual Transition Plans for Students Requiring Special Education (P.A. 87-324), designed to provide an appropriate education for special needs students and to make a successful transition from school-to-work and to independent adult life. This legislation supplements the provisions of the federal legislation, The Education for All Handicapped Children Act (P.L. 98-199) and those sections of The Carl D. Perkins Vocational Education Act (P.L. 98-524) related to special needs populations.

••32••

June 1983 Recommendation • State policy should ensure that every youth and adult in Connecticut shall have ready access to quality vocational/technical/adult/career education suited to his or her individual needs, interests and abilities.

June 1984. The Connecticut General Statutes, Section 10-4(c), was amended by Public Act 84-241 which provides that the State Board of Education merge two legislatively mandated planning documents, The Comprehensive Plan for Elementary and Secondary Education and the Master Plan for Vocational, Career and Adult Education. This action, called for by the State Council in recommendations made in several State Council Annual Evaluation Reports, is designed to help achieve quality vocational-technical education, and to serve as a vehicle to integrate vocational and career education into a comprehensive educational program for all students.

December 1985. The Connecticut Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, resulting from a unified planning process in which a representative from the State Council participated, was adopted by the State Board of Education.

February 1986. The State Board of Education adopted the Annual Action Plan containing specific plans, target dates and methods of achieving the goals and objectives outlined in The Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education.

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October 1983 Recommendation • It was recommended to the Education Committee of the General Assembly that, in response to the reports A Nation At Risk (National Commission on Excellence in Education, 1983) and The Unfinished Agenda (National Commission on Secondary Vocational Education, 1984), all students be required to fulfill two credits in vocational education for graduation from high school. The Council urged that legislation be enacted by the Connecticut General Assembly to implement the proposed change in the credit requirements for all students for graduation from high school.

June 1984. The Connecticut General Assembly enacted Public Act 84-297 which requires all students, as part of their high school graduation requirements, to fulfill one credit in the arts or vocational education.

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March 1987 Recommendation • It is recommended that every educational program be evaluated on the basis of its capability to provide the skills that young people need, whether for immediate employment upon graduation or for entry into postsecondary education.

June 1989. The Connecticut State Board of Education adopted A Policy Statement on Vocational-Technical Education in Comprehensive Secondary Schools, including a definition of vocational-technical education, the characteristics of quality vocational education and a statement by the Board that "every student should be offered the opportunity to benefit from a quality vocational education experience."

The State Council on Vocational-Technical Education, through its initial call for action by the State Board to adopt a policy on vocational-technical education, and subsequently through Council representation on the Policy Statement Committee and endorsement of the Board's proposed policy, played a key role in shaping this first-ever

Policy Statement on Vocational-Technical Education adopted by the Connecticut State Board of Education.

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March 1987 Recommendation • It was recommended that the State Board of Education and the Commissioner of Education assume a leadership role by setting forth guidelines for implementation which strongly encourage the local education agencies to consider giving academic credits for vocational education courses which develop broad academic skills and to award students "cross-over" credits accordingly.

December 1988. The Connecticut State Department of Education conducted a survey questionnaire of 108 high schools in Connecticut, entitled "Vocational Education Courses Receiving Academic Cross-Credit for Graduation." Of the 108 high schools, 103 responded--a 95 percent rate of return.

May 1987. The Connecticut State Department of Education funded a grant to research and identify vocational education cross-credit offerings in Connecticut's comprehensive high schools, to research vocational education cross-credit policies and procedures in Connecticut, to determine exemplary vocational cross-credit courses, and to disseminate research findings on exemplary comprehensive high school vocational education cross-credit programs. An advisory committee was formed to assist the process, including representation from the Connecticut State Council on Vocational-Technical Education.

November 1989. The Connecticut State Department of Education issued a Request for Proposal, to be funded from a grant available from the Carl D. Perkins Vocational Education Act (P.L. 98-524), entitled "Vocational Education Curriculum Development: Academic Cross-Credits Earned Through Vocational Education." The purposes are (1) to establish standards for academic cross-credits earned through vocational education in the comprehensive high schools, and (2) to develop guidelines which will provide standards for local school districts seeking to provide academic cross-credit for vocational subject areas.

DELAWARE

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1989 Recommendation • The State Board of Education continue to assist programs such as the Business, Industry, Education Alliance and the Educational Resources Association as they expand services on a statewide basis.

FY1989. The development of both of these organizations has been sponsored by the Delaware Council on Vocational Education. They have proven to be excellent vehicles for private-sector development in vocational education and the development of meaningful private-sector linkages. Over 1,500 Delaware businesses and industries participate in these organizations and provide over 3,000 career exploration activities that reach of 79,000 students each year. Over $188,000 in state funding is provided to support these organizations annually.

••37••

1987 Recommendation • The State Board of Education continue to recognize the programs of the vocational student organizations as integral to the curriculum.

FY1988. The State Board of Education has adopted policy that clearly established Vocational Student Organizations as integral components of the curriculum. In addition, as a result of Delaware State Council on Vocational Education, the State Board of Education now budgets over $130,600 in state funds annually to support the activities of Vocational Student Organizations.

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1987 Recommendation • Articulation projects between secondary and postsecondary institutions should be promoted and expanded by the State Board of Education, local school boards and postsecondary institutions throughout the state, and additional resources should be provided by the Governor and General Assembly to financially support this expansion.

FY1988. As a result of this recommendation, the Delaware Consortium on Technical Preparation Programs was established. The Consortium is composed of representatives from Delaware Technical and Community College, the Department of Public Instruction, the Delaware Council on Vocational Education, and the countywide vocational-technical school districts. State and federal funding was secured to employ a full-time executive director and programs have been implemented statewide and are being expanded significantly.

••39••

1987 Recommendation • The Governor, General Assembly, State Board of Education, and the Vocational School District Boards of Education should take whatever action necessary to convert all shared-time area vocational-technical centers to full-time, comprehensive schools that offer students both academic and vocational education. We also recommend that creative alternative delivery systems be designed to meet the needs of students who cannot attend area vocational-technical centers on a full-time basis.

FY1988, 1989, 1990. There are three county vocational-technical school districts in Delaware (Kent, New Castle, and Sussex). New Castle County has converted to full-time. comprehensive vocational-technical schools. Kent and Sussex counties are currently seeking final approvals from the State Board of Education to convert as recommended by the Delaware Council on Vocational Education.

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1987 Recommendation • The Governor, General Assembly, and State Board of Education should ensure that career guidance, placement and follow-up counselors be provided in Delaware public schools at a ratio of one counselor for every five hundred students, or major fraction thereof, enrolled in grades 9 through 12.

FY1988. The Delaware Council on Vocational Education drafted legislation to provide state funding for this program which now provides at least one Career Guidance and Placement Counselor in each Delaware high school on a 12-month basis. Over $1,224,500 in state funds is budgeted annually to support this program.

DISTRICT OF COLUMBIA

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Recommendations • Recommendations were made to the District of Columbia State Board of Education as follows:

1. The Time Sharing Program needs to be thoroughly reviewed to determine if it is working procedurally and if it is providing the type of service needed by students in both the Career Centers and the comprehensive high schools.

2. The present program should be monitored, particularly in the areas of transportation and attitudes of personnel in the comprehensive high schools.

3. A meeting should be held between Career Center and comprehensive high school staffs who are participating in the Time Sharing Program to explain its purpose, design, intent and anticipated outcome. Where possible, sessions should be conducted with students participating in this program to provide this same type of information.

4. The Board of Education should seek ways to insure that, beginning in junior high schools, equal emphasis is placed upon preparation for employment as well as preparation for college. This is not to suggest that college attendance should be de-emphasized, rather it suggests that employment immediately after graduation should be seen as honorable. This perception is not a fact at this time.

> The D.C. school board agreed to overhaul its vocational schools, saying most have been so unsuccessful they may be contributing to the city's high student-dropout rate.

FLORIDA

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Recommendation • Support establishing the Florida Education and Training Placement Information Program (FETPIP) as the primary follow-up methodology for vocational student follow-up as required by Section 229.551, Florida Statutes. The Council further recommends that FETPIP should continue to expand and improve both its data collection scope and employment and training applications and that data available through FETPIP be used to develop additional measures of program success of failure. The Council would like to continue providing guidance in this area.

> FETPIP has responded to F/COVE directly. Our work plans, which include activities necessary for implementing SB 1388,continued expansion and improvement of follow-up data collection and additional research, were developed in consultation with the Council. F/COVE is represented on the advisory task force for implementing SB 1388 through Ron Jeffries. Jim Culligan is included on an ex-officio basis. FETPIP staff will continue to interact with F/COVE at its quarterly meetings.
>
> FETPIP continues to work with F/COVE staff in providing them with reports that are tailored to some of their research efforts.

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Recommendation •

A. Develop strategies to recruit more females and minorities into high technology programs and Centers of Electronic Emphasis. Before approving additional centers of emphasis (automotive, agriculture, electronics, etc.), require assurances of strategies to recruit women and minorities

into these programs. There should be provisions for ancillary services to ensure their completion of the program and placement after completion.

B. The State Board for Vocational Education should encourage the development of articulation agreements between and among state universities, community colleges and area centers that offer high-technology programs. They should also direct the DVACE to require any centers of emphasis (automotive, agriculture, electronics, etc.) to develop a plan to ensure equitable representation of all of Florida's citizens in these programs.

C. The State Board for Vocational Education should encourage the development of articulation agreements between and among state universities, community colleges, and area centers that offer high-technology programs.

A. The Request for Proposals (RFPs) for designation as a Pilot Center of Agricultural Enhancement in 1989-90 requires the active recruitment of female and minority students. A review of the RFPs for designation of centers of emphasis for automotive and electronics programs did not find a reference to such a recruitment effort. The Division will address this issue during 1989-90 to assure greater visibility in promoting strategies to recruit more females and minorities into high-technology programs.

B. The DVACE will initiate a dialogue with the Division of Community Colleges to explore the feasibility of developing a strategy to request the State Board for Vocational Education to take the action recommended. This action will focus on the development of articulation agreements between and among state universities, community colleges and area centers.

C. The mechanism is in place for the development of articulation agreements between high schools, area vocational centers, and community colleges for vocational education programs. The 1989-90 Course Code Directory makes provisions for the reporting of high school courses for community college credit provided there is a written cooperative agreement between the school district and community college. Also, the Division is providing technical assistance to school districts, community colleges and universities in developing 2 + 2 + 2 programs in the area of high technology. Funds were provided to Santa Rosa County in 1988-89 to support the updating of Industrial Arts/Technology Education laboratories to enable the program to articulate with Pensacola Junior College and the University of West Florida. Funds are being identified for 1989-90 in a similar effort involving Duval County, Florida Community College and the University of North Florida. The 1990-91 program course standards for the postsecondary adult vocational programs will include a statement requiring the statewide Course Numbering System to assign a "transfer value" for program content to facilitate articulation.

Recommendation • Encourage the Department of Education to continue its diverse strategies to reduce the dropout rate and encourage dropouts to return to school to complete their education. Where appropriate in the state, those practices that have proven to be exemplary in their success in reducing dropout rates and encouraging dropouts to return to school should be identified and replicated.

During the process of enhancing the dropout prevention efforts, the Bureau of Adult and Community Education (BACE) has focused on strengthening the relationships between Adult Education programs and dropout prevention programs in order to reinforce services for at-risk youth/young adults. As part of Florida's State Plan for

Adult Education (1989-93), BACE has adopted the following strategies in order to reduce the dropout rate and encourage young adults to complete high school diploma with cooperation of LEAs and other agencies:

A. At least five programs statewide will be established each year to address the educational needs of students, over the age of 16, who have dropped out of regular secondary education programs.

B. Adult education programs will be established to enhance collaborative efforts with other local programs for dropout prevention.

C. Programs will also provide for co-enrollment of senior high school students to allow those students to earn credits needed to graduate with their classmates.

D. Adult and Community Education (ACE) network will be established to identify exemplary dropout prevention programs, aid in their adoption, dissemination and diffusion of information and instructional material schedule.

Limited English Proficient (LEP) programs funded by federal disadvantaged dollars also play a role in dropout prevention. Those students whose limited English skills are causing academic problems receive instruction in English to permit them to function adequately in a vocational program.

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Recommendation • Propose that the Department of Education develop a procedure for conducting on-site program review that would utilize essential review components, as cited in the 1987 Vocational Education Proviso Study, that are addressed by agencies and organizations that conduct on-site program reviews. This on-site program review data should be electronically stored so that organizations needing this data can access it from a centralized data file and another on-site review will not be required.

A. In FY1988-89, a Vocational Program Review Standing Committee was organized and met five times during the fall. Major activities included the establishment of criteria for the identification of alternative review systems conducted by external agencies or organizations and criteria for institutionally developed vocational program reviews; and the review and approval of a conversion document for reporting the results of externally or institutionally developed reviews to the Division of Vocational, Adult, and Community Education, Florida Department of Education. As a result of the Standing Committee's activities, an agreement was made with the Correctional Education School Authority in March 1989 for this agency's review to serve as an alternative to the vocational program review.

B. Activities planned for the current fiscal year include further meetings of the Standing Committee for the express purpose of identifying additional alternative program systems. The Bureau of Program and Staff Development will initiate efforts to transfer program review data, beginning in 1988-89, to the FIRN network in order that such information may be accessed by the appropriate agencies. Such a system will potentially eliminate the unnecessary duplication of reviews.

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Recommendation • A Center of Excellence for Entrepreneurial and Small Business Management Education should be established at one of the state universities. This center should provide teacher education for entrepreneurial or small business management instructors, assist in curriculum development, and function as a research unit for entrepreneurial and small business management education.

A Center of Excellence for Career Development in Entrepreneurship Education has been functioning at the University of West Florida since 1987. In addition to providing teacher education on entrepreneurship, the responsibilities of this center include research, development, and dissemination of further entrepreneurial materials.

There are also nine functional, university based centers for economic education which provide a number of training and curriculum functions for districts and other institutions.

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Recommendation • Develop a consolidated plan for vocational education that establishes quantified goals and objectives for programs delivered through all available resources. The plan should have the following characteristics:

A. Goals and objectives should be directed to societal issues--including work force and job market.

B. Goals and objectives should be expressed in measurable terms so that progress in meeting them can be determined.

Furthermore, the planning process should be one that maximizes local decisions and input and provides for proactive participation of concerned entities. (Concerned entities include the Florida Council on Vocational Education, business interests, and labor organizations.) The State Plan should show how the combination of federal, state, and local resources are directed to meet the vocational education and employment needs of Floridians.

A. The development of the Division of Vocational, Adult, and Community Education strategic, long-range and operational plan provides for the following:

•Strategic issues related to the needs of business and industry and the clientele served by vocational, adult, and community education.
•Goals and objectives directed to the strategic issues.
•Resources that each regional coordinating council will contribute toward the achievement of the goals and objectives.
•Quantifiable measure of success (performance measures) to be used to determine the extent to which the goals and objectives are achieved.

B. Each regional coordinating council will play a major role in the development of the Strategic Plan. Each region will develop a regional plan to support statewide goals and objectives. These plans will be used in the development of the strategic, long-range and operational plan. The Strategic Plan will show a combination of local, state and federal resources committed to implementation of the plan.

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Recommendation • The Florida Council on Vocational Education is resubmitting a previous Council recommendation because of continued deliberations about the governance of vocational education in Florida.

To assure cooperation between the entities which plan, deliver, and evaluate vocational education, the Commissioner of Education should establish the position of Deputy Commissioner of Vocational Education; and the instrumentality of vocational and technical education should be retained by the Department of Education at the division level.

The intent of the F/COVE recommendation is to improve articulation and coordination of vocational programs. To this end, the following actions have occurred:

The 1989 legislature authorized continuation of the program leveling process.

At its September 21, 1989, meeting, the Articulation Coordinating Committee began discussion on establishing a standing Committee on Vocational Education. The committee would function to make recommendations to improve the articulation of vocational education.

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Recommendation •

A. Encourage the Department of Education to include in the Blueprint for Career Preparation strategies to address more precisely the needs of special populations--including women, minorities, single parents, displaced homemakers, handicapped, disadvantaged, dropouts, and the incarcerated--and to plan programs that meet these needs in postsecondary, adult, and community education.

B. The Blueprint should also provide a cost analysis displaying expenditures and funding sources.

A. The DOE is currently developed "Blueprint II" which will more precisely address the needs of special populations and the role of adult, community and postsecondary education. A revision of the Blueprint itself may occur in 1990-91.

B. The Blueprint is designed as a conceptual document and is not intended to reflect the multitude of contributions and fund sources represented Departmentwide. The 1990-91 DVACE budget does, however, reflect a Blueprint initiative detailing a complete request for the Division. Other Division's complimentary funding requests and staff support for Blueprint related activities are detailed within their requests. For example, the Division of Public Schools drives initiatives such as teachers as advisors programs, PRIME and a host of other Blueprint supportive legislation.

GEORGIA

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August 1989 Recommendation • The Georgia Council on Vocational Education completed a model for technical equipment assessment for the state system of postsecondary technical institutes, including a pilot for two program areas and recommendations on the technical institutes' inventory system.

August-December 1989. The model recommendations were incorporated into the inventory modification process underway; the model was accepted by both the

legislative bodies and the Department of Technical and Adult Education as a useful method of assessing needed equipment improvements/upgrades as well as justification for equipment request in the budgeting process. The department is in the process of contracting to have equipment needs assessed in the remaining program areas.

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February 1989 Activity • The Georgia Council on Vocational Education completed Phase I of a planning document to coordinate agency efforts in four agencies. "An Agenda for Vocational Education: Shared Goals for the Next Five Years" identified seven common issues to be addressed.

August-December 1989. This process represented the first time that the vocational-technical service delivery system in Georgia had come together in an effort to openly communicate on current initiatives in each agency. Agencies include Department of Education, Department of TEchnical and Adult Education, Department of Labor (JTPA), and Board of Regents.

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August 1989 Activity • Phase II - Agenda '95 was begun as an effort to reach consensus on a comprehensive plan for vocational education in Georgia, encompassing the goals of all four agencies.

August-December 1989. The process for coordination is continuing. Three of the agencies which had not previously done so are in the process of developing strategic plans which are being shared and discussed. Efforts are currently underway to reach consensus on desired student outcomes needed for a skilled work force.

••53••

August 1988-May 1989 • Council planned and accomplished a day-long conference "New Partners for Progress" with the Georgia Department of Education and Georgia State University. The conference was designed to bring together for a meaningful dialogue such diverse groups as secondary vocational instructors, academic administrators, counselors, and representatives from business and industry to discuss the technical future and find ways for meaningful partnerships between the respective groups.

May 1989. Conference brought about a new awareness and openness between the respective groups. Information from speakers brought a new understanding as to how technologies are going to change the needs of the work force.
August 1989-April 1990. A second "Partners for Progress" conference is being planned at the request of several agencies. Over ten agencies are involved and it has been expanded to include parents, postsecondary vocational-technical educators, Job Training Partnership Act service providers, and social services and welfare personnel. Agencies in Georgia are coming to a fuller awareness of the importance of vocational education and the interrelatedness of programs needed to have a well-trained work force.

HAWAII

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May 1985 Recommendation • The Council recommends that the State Board for Vocational Education request the Department of Education and University of Hawaii to continue exploring alternative methods of acquiring or gaining access to up-to-date vocational education equipment.

1986. State legislative funding for vocational education equipment was made part of the school discretionary fund.

1987-88. The Vocational Education Committee of the Department of Education's Board worked on and recommended a six-year plan to upgrade secondary vocational education programs, including equipment acquisition.

1988. The State Legislature funds the six-year vocational education plan as part of the Department of Education budget.

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March 1987 Recommendation • The SCOVE recommends that the Department of Education (state and district offices) work with JTPA program operators in developing a system of awarding grants (Title II-A, 8 percent JTPA education coordination grants) to consider DOE's statewide plans, assessment of needs and priorities while retaining and promoting active grassroots participation.

1988-89. All four of the JTPA program operators in the state are now working more closely with education needs with varying degrees of success. One service deliverer has won three national JTPA awards for education coordination projects.

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March 1987 Recommendation • The State Council recommends to the State Board for Vocational Education that the Office of the Chancellor for Community Colleges be requested to encourage campuses to continue and expand efforts to integrate their planning with other human resource development programs, including JTPA, to address state and local economic and social issues and problems such as plant and plantation close downs, new economic development activities and economically depressed areas.

1988. The University of Hawaii's Community College vocational offerings have expanded tremendously through the community services noncredit program at each campus. This program serves all of the purposes cited in the recommendation on a fee, contract or grant basis.

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February 1988 Activity • The Hawaii SCOVE authored and supported a bill in the State Legislature to initiate the Vocational Industrial Clubs of America (VICA) in Hawaii at the request of vocational teachers and students in the field. The Council served as the coordinator for communications from national VICA to secondary level vocational staff and teachers and the SCOVE Executive Director served as Interim State Director for VICA in Hawaii until State Department of Education staff could take over.

1988. The Hawaii State Legislature approved a budget proviso of $20,000 to initiate VICA programs in Hawaii. In June 1989, the first Hawaii VICA delegation attended the national VICA Skills Olympics in Wichita, Kansas. In 1990, the first State VICA contest will be held and a team will be fielded to enter the national competitions.

••58••

October 1989 Activity • A draft report on vocational education services to corrections programs was prepared and distributed. Although the published report is not yet out, much interest and some reaction to the report can already be reported on the recommendations concerning the implementation of a training advisory board and job preparation courses.

November 1989. Job preparation skills courses, including resumé and job application preparation and job interviewing techniques, are now available at some correctional facilities. It is hoped that eventually all facilities will have these courses routinely available for inmates as part of the pre-release transition services.

December 1989. A letter has been sent to certain organizations requesting their representation on the training advisory board. The request to the Hawaii Department of Labor and Industrial Relations has designated the SCOVE Executive Director as the department's representative on the Board.

••59••

Fall 1989 Activity • Hawaii SCOVE discussions with the Hawaii Department of Education have included focus on the development of a new vocational program in health occupations to motivate secondary students to explore health careers and to offer health introductory courses. SCOVE staff members are conducting a needs assessment study of selected health occupations and assisted in writing a project proposal to obtain funding for secondary vocational education to develop a health curriculum.

December 1989. The Department has received approximately $15,000 in state funds to begin the secondary health curriculum development.

IDAHO

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January 1984 Activity • The State Board for Vocational Education was requested to instigate an in-depth study and legislative report on the extent and scope of the need for involvement of handicapped students in vocational education programs. The study included the extent of currently available vocational education programs to handicapped students.

June 1984. Through a joint effort of the State Council and the State Division, the first study of handicapped and special needs students was conducted in Idaho. As a result of this study, additional emphasis has been placed on vocational education to develop programs that are accessible to handicapped and special needs students.

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January 1985 Recommendation • The State Council recommended that the State Board establish cooperative relationships with business and industry to provide faculty development opportunities.

June 1985. Several businesses invited vocational education faculty members to upgrade their skills in the industrial environment. The Council developed several cooperative working agreements between faculty members and business and industry.

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January 1986 Recommendation • The State Council recommended that the State Board mandate counselors and secondary education programs to inform students of vocational education programs offered at the postsecondary level.

June 1986. Counselor workshops were started and counselor advisory committees were formed. Advisory committees were comprised of business and industry personnel. Counseling at the secondary level has improved, giving young people advice on postsecondary vocational programs.

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January 1987 Recommendation • The State Council recommended that the State Board establish a model career and vocational resource center to serve vocational secondary programs in the state.

June 1987. As a result of this recommendation, area resource centers have now been formed in all six regions of the state, providing students interested in vocational education an opportunity to become acquainted with vocational offerings at the postsecondary level.

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January 1987 Recommendation • The State Council recommended that the State Board adopt "Tomorrow's Workforce" which was a statement of purpose and direction for vocational education for the next five years.

June 1987. "Tomorrow's Workforce" was a joint effort between the State Division and the Idaho State Council on Vocational Education. The project involved more than 1600 administrators, teachers, students, and employers who responded to a questionnaire about the future of vocational education. The plan "Tomorrow's Workforce" was reviewed by more than 600 people at 11 public meetings the Council conducted. "Tomorrow's Workforce" has been adopted by the State Board of Education and, for the past three years, has been the plan for the future of vocational education in Idaho.

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January 1988 Recommendation • The State Council recommended the formation of a statewide marketing committee to develop state and local marketing strategies designed to improve the image and public awareness of vocational education.

June 1988. Through a joint State Council and State Board initiative, a statewide marketing committee was formed, including teachers, administrators, business and labor persons. The committee, assisted by State Council, produced a series of marketing commercials on vocational education. Private funds produced the commercials and donated 50 roadside billboards to promote the image of vocational-technical education. The marketing program is now in its third year of operation and public awareness appears more positive. This project was promoted solely by the State Council at its inception.

ILLINOIS

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1980 Recommendation • With regard to regional planning and delivery of vocational education, the Council recommends that the Illinois State Board of Education (ISBE) provide leadership for local planning that will encompass areawide coordination of programs involved in preparing the citizens of Illinois for employment in the labor market. In follow-up activity, ICoVE continued SACVEs efforts to follow-up, monitor, and make recommendations to improve and fine-tune the system. This initiative has continued to be ICoVE's focal point for evaluation, study, and public hearings during development and implementation. Most of the 58 secondary school regions, 3 state agency regions, and 39 community college districts were implemented in 1989; the remainder will be fully operational by 1991. Also, ICoVE continues to address the regional and district delivery and planning systems as a major thrust in its program of work. Each of ICoVE's reports in its series of 25 technical reports had suggestions related to the new planning and delivery system.

1980-88. The State Board launched an in-depth study of planning and policy. As a result, late in 1984 the Board adopted a policy requiring the formulation of secondary vocational education delivery systems and the use of existing community college districts to plan and deliver articulated education for employment programs in Illinois. An administrative plan provided a five-year phase-in period.

In addition to Illinois' new policy for vocational education planning and a regional delivery system, ICoVE's recommendations have resulted in new required initiatives which include (1985-89):

- Signed articulation agreements between secondary regional systems and community college districts, with movement toward 2 + 2 + 2 curriculum.
- Regional planning and delivery of programs and services for targeted populations, thus pooling resources for improved services.
- Regional plans for coordinating programs, services, and resources of other state and federal programs designed to serve targeted populations.
- Mandated task list verification of all occupational program curriculum by representatives of the private sector working in the occupation.
- Mandated employability skills component in all vocational education programs.
- Required private-sector advisory councils at the regional level, community college district level, and for student services at both levels.
- Labor market information prepared (by IOICC) for each secondary regional delivery system, community college district, and SDA to enhance responsiveness to the labor market needs. A labor market needs basis is required for program approval.
- Responsibility for the planning and delivery of vocational education which is responsive to labor market needs and student needs has been shifted from the state level to the regional/local and district levels.
- Improved information and data necessary for planning. ICoVE's recent recommendation for identifying outcomes, results, and accountability information and incorporating this into the data, information, and evaluation process is currently being undertaken by the State Board.

Although the thrust of the Council's efforts to regionalize the planning and delivery of vocational education emanated from the diverse needs of Illinois, it has resulted in positioning the state to be aligned with several proposed amendments to the federal Perkins Act for vocational education. The Council continues to closely monitor and study the new system, still in its infancy, for the purpose of recommending actions and needed policies to enhance it.

The State Board, as well as others involved in preparing and maintaining the IL work force are currently reviewing ICoVE's reports and suggestions. Regional and district in-service education conferences are using the reports as a basis for in-service education and are identifying strategies they can undertake.

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1985-88 Recommendation • The Council recommends that the Illinois State Board of Education and the Department of Commerce and Community Affairs/IL JTCC improve coordination between vocational education and job training through the following: (1) mandate JTPA/vocational education coordination activities; (2) extend requirement for PIC review and comment on the 8 percent projects, as well as 40 percent youth and vocational education's disadvantaged programs; (3) require SDA and vocational education plans to be exchanged for comment at the local/regional levels, including adult education plans; (4) revise individual certification procedures for determining secondary student eligibility; (5) identify contractual problems which interfere with JTPA in high schools; (6) include JTPA coordination as a job responsibility for regional system directors and place regional system directors and community college administrators on PICs; (7) conduct annual conferences which involve vocational education administrators and SDA administrators and resolve problems and develop joint activities; (8) establish professional training programs for JTPA staff in at least one university and revise vocational education preparation to include an understanding of special needs, JTPA and education's role in economic development; and (9) continue ICoVE's role as a third-party evaluator of cooperation between vocational education and SDAs.

1985-89. Corresponding results to the above recommendations are:

1. DCCA (JTPA agency) and the State Board mandated coordination agreements between SDAs and educational entities in the area. Both have mandated quarterly coordination meetings. Both agencies are reviewing quarterly meeting minutes/reports for the purpose of monitoring and providing technical assistance.

2. Reviews are being required of PICs for 40 percent youth projects, as well as the 8 percent projects.

3. Plans are being exchanged for review, comments, and signatures. Linkages with other state agencies have been initiated; e.g., Departments of Aging, Family and Child Services, Public Aid, Corrections, Mental Health and Developmental Disabilities, Rehabilitation Services, and Employment Security. This recommendation caused other agencies to develop and sign agreements and attend quarterly meetings. These efforts have improved agency coordination, eliminated much duplication, and caused training and education services to make their services more client-centered, rather than agency-centered.

4. Some procedures have been revised, several are working toward a single intake form which would certify eligibility for multiple government programs.

5. Problems are currently being considered by committees of the IL JTCC and at local/regional coordination meetings between SDAs and vocational entities. Problems identified include a lack of emphasis on performance standards in schools, excessive paper work, JTPA emphasis on OJT rather than classroom instruction, procedures for

referral and intake requiring repetition in determining student eligibility, and schools not having "right of first refusal."

6. The majority of community colleges have been given representation on the PICs. Other vocational education administrators reporting PIC membership reported positive results. Regional directors have JTPA coordination as part of their job descriptions.

7. Two annual, statewide, joint meetings have occurred. (Many JTPA and vocational educators met each other for the first time.) Topics for future meetings are being suggested by local personnel.

8. Attempts by universities to offer programs for JTPA personnel have been short-lived. Regional- and district-sponsored in-service meetings conducted by vocational education are beginning to involve SDA and other JTPA personnel.

9. ICoVE prepared five reports, spanning 1987 and 1988, about JTPA programs and coordination between JTPA and vocational education. Reports contained recommendations and suggested actions for program and coordination improvement. Standing committees of the IL JTCC have reviewed each of the reports and discussed contents with ICoVE members and staff, who were invited to present the reports. ISBE printed additional copies of the ICoVE 8 percent report for use at in-service education workshops.

••68••

1984-88 Activity • ICoVE organized several groups and agencies to explore private-sector internships as a means of updating vocational education teachers. Recommendations were made to the State Board, the Governor, and the General Assembly calling for legislation and funding of internships. ICoVE continues to monitor the internship and make recommendations for funding and improvements to the program.

1985-88. The Governor's office worked with ICoVE to develop legislation for private-sector internships in Illinois.

In 1986, legislation was passed providing internships for vocational education teachers in the private sector. It provided $1.5 million in state funds.

ICoVE urged universities to offer credit and work cooperatively with the internship. Credit was offered in 1987.

In 1987-88, ICoVE recommended amendments to the legislation to allow vocational educators in correctional programs, junior high programs, guidance counselors, and administrators to participate in the internships. The amendments passed.

Over 3000 vocational educators, counselors and administrators have been involved in the internship programs. State appropriations have been increased because of the need and success of the program. Council recommendations to expand the internships to academic teachers are pending.

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1985-89 Activity • At the request of the Illinois Department of Corrections for ICoVE to evaluate, review, and make recommendations to improve educational opportunities for inmates, ICoVE established a Corrections Committee. The Committee meets 5-6 times annually in on-site visits to correctional facilities. To date, 15 of the 25 facilities have undergone ICoVE reviews. ICoVE's Corrections Committee directed a study of recidivism (1987-88) in collaboration with the State Board of Education and the Department of Corrections.

1985-89. The Department of Corrections and the IL State Board of Education have adopted the following new initiatives and/or policies:

If an inmate is enrolled in an educational program, the inmate won't be transferred to another facility (unless absolutely necessary for security purposes) until the program is completed.

Efforts are being taken to standardize curriculum within all facilities so that, if a transfer is necessary for security reasons, duplication and/or gaps in curriculum do not occur.

Inmates may simultaneously participate in work programs (where higher stipends are provided) and education programs for which limited stipends are available.

Programs and activities in correctional facilities are now being funded from Perkins funds and state funds, thus freeing the 1 percent corrections funds (available from the Perkins Act) for research and development activities that are innovative and exploratory.

Program advisory committees are being established for corrections programs.

External evaluators are being used to evaluate corrections programs, in addition to the ICoVE review.

Curriculum and equipment in new facilities (2-3 per year in IL) receive input and review by the ICoVE committee.

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1987 Recommendation • The Governor of Illinois must reaffirm his commitment to establishing a plan for preparing and maintaining Illinois' work force to meet job market needs. Agencies should be assigned responsibilities and directed to work together to accomplish the task. The state of Illinois needs an overall plan to provide direction to and coordination of public and private sectors which have responsibility for developing and maintaining an effective work force.

1987-88. The General Assembly appointed the Illinois Commission on Intergovernmental Affairs. The Commission studied the issues of coordination, articulation, and collaboration and made several recommendations for the development of a State Plan.

The General Assembly has proposed legislation to facilitate coordination among agencies responsible for preparing and maintaining the IL work force.

Governor accepted the recommendations and has assigned follow-up to his Office of Planning with a goal of having a plan ready for the 1990 spring legislative session.

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1988 Recommendation • Initiate long-term planning; develop a topical-plan concept tapping grassroots involvement; establish more definitive, visionary, and long-term expectations from the regional and district systems; make the plan usable in Illinois at the regional/local and district levels; coordinate vocational education with other education and training programs; encourage greater participation from the regional/local levels.

1987-88. The State Board has initiated activities designed to become the basis of the next state plan. A ten-year plan will encompass a working three- and/or two-year planning document. Grassroots input is being collected by the use of focus groups conducted by State Board staff. Focus groups include secondary regions, area vocational centers, community colleges, SDAs and PICs, private-sector representatives, adult education centers, CBOs, corrections, parents and agency personnel providing related programs and services; e.g., JTPA, employment security, aid to dependent children.

The State Board is funding efforts to develop outcome measures for improving the ability to assess impact, as well as for evaluation and planning data.

The State Board is working toward the topical-plan concept, e.g. in-service education; adult upgrading, retraining, and skill development; student services for targeted populations; academic and vocational education curriculum integration; program improvement.

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1987 Activity • Encouraged assistance to entrepreneurship as a means of preparing and maintaining the Illinois work force.

1987-88. The IL General Assembly passed legislation in 1987 establishing the Business Institute for Entrepreneurs at Northern Illinois University. ICoVE recommended, co-authored, and supported this state legislation. The State Board has developed curriculum materials for the secondary and postsecondary levels.

INDIANA

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1986-87 Activities • ICVE played a primary role in initiating and conceptualizing the major restructuring of state-level governance of vocational education in Indiana. This new concept of the delivery system was first presented to legislative council and in a report to the Governor in the form of a series of eight recommendations.

1987-Present. Legislation passed and became effective July 1987. ICVE has played an ongoing role in providing consultation on the full and effective implementation of the law. The Council developed a video and several written materials to foster understanding and support. The Council's primary emphasis and efforts with regard to legislative implementation have related to state planning and evaluation.

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1988 Activity • ICVE initiated and sponsored a seminar given by an executive in the Florida Department of Education who had been responsible for the creation and ongoing implementation of a comprehensive follow-up data system for graduates of high school vocational education

programs in Florida. This system was based on a unique interaction of several separate data bases (i.e., secondary, postsecondary, military, employment security, etc.) to track the progression of high school vocational students into their futures, and to determine the effect of vocational opportunities on their lives.

1988-Present. The seminar was attended by a variety of state organizations whose involvement for a similar arrangement in Indiana would be necessary. The concept received strong support and interest. In 1989-91 biennial budget process, the Indiana Department of Employment and Training Services requested and received approval of a large sum to continue to pursue the development of a comprehensive data follow-up system for vocational education graduates in Indiana. This effort is underway.

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1989 Recommendation • The Council recommended in its 1989 Biennial Evaluation Report the need for greater and more effective private-sector participation in vocational education system in the state.

1989. The ICVE has undertaken numerous activities toward this recommendation, particularly the development of a handbook on the development and implementation of effective working partnerships and a conference on private/public partnerships. Both activities were completed during 1989 and were well received. There has been strong sentiment for planning a second conference for 1990 which ties in workplace technology in the private sector. The Council is playing a strong role in spearheading this effort. In addition, the Council plans to develop additional materials and/or presentations (complementary to its advisory committee handbook) to provide technical assistance to the effective use of vocational advisory committees in strengthening local programs.

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1989 Recommendation • The Council recommended in its 1989 Biennial Evaluation Report the need for outcome-based evaluation measures throughout the vocational education system. This recommendation has been an ongoing priority for the Council during the last two years.

1989. During the last two years, consensus for the need for outcome-based evaluation measures throughout the system has grown. In 1989 the Council provided important input on this issue to the Indiana Department of Education and the Indiana Commission on Vocational and Technical Education. The Indiana Department of Education requested input on its evaluation questionnaire from the Council and was responsive to the Council's concern. In addition, the Council's recommendation to incorporate the secondary Performance Based Accreditation system with the evaluation of secondary vocational programs is being undertaken. With regard to the Commission, the Council has served on an advisory committee on the development of evaluation criteria for vocational education. This effort is in progress.

IOWA

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1979 Recommendation • State Council recommended implementation of logical funding system for secondary and postsecondary vocational programs.

1982-84. Area college presidents attempted to reach consensus on an equitable funding plan that recognizes higher costs and need for modern vocational programs.

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1983 Activity • State Council advised on need for state and federal funds to be used to pay excess cost and purchase new equipment for vocational programs.

1985. State Superintendent forms a task force to develop funding plan for area colleges.

1986. Legislature enacts new funding plan for area colleges.

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1979 Recommendation • The Council recommended formation of Area Planning Council to implement 1977 recommendations.

1981. Area Planning Councils are formed and operating in all 15 education areas in the state.

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1977-89 Activities • The Council addresses major school structural, policy, and turf issues through recommendation for systematic approach to providing diverse vocational programming for all secondary students (1977); development and circulation of "Prospectus in Support of Economic Development," a paper identifying an option for expanding vocational offerings for all secondary students (1986); and providing testimony to Legislative Higher Education/Vocational Education Task Force and Senate Committee (1988-89) which resulted in SF449.

June 1989. Governor signs SF449, which increases from 5 to 12 the number of vocational units local schools must provide to their students, and requires these units be provided in no less than four different occupational areas. (A unit is one hour per day of instruction for 180 days.)

KANSAS

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1985-87 Recommendations • A summary of KCOVE recommendations resulting from increased graduation requirements were (1) to not restrict students' opportunities to participate in (skill training) vocational education; (2) incorporate instruction and practice in the basic skills of reading, writing, arithmetic, speaking, listening, and problem solving as part of the vocational program; and (3) satisfy some graduation requirements with selected courses in areas of vocational education that are comparable in content and rigor.

1989. The State Plan for Vocational Education (10/87) listed basic skill integration and access to vocational education as two major goals. In 1989 the State Board reports academic/vocational programs operating in applied communication, applied mathematics, applied science, and Principles of Technology. These courses are available to all students and count both as vocational and academic credit for high school graduation.

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1985-87 Recommendations • Two KCOVE studies recommended improved articulation between secondary and postsecondary programs/institutions.

1989. The State Plan for Vocational Education (10/87) listed program articulation as part of the goal of improving student needs. Extracts from 1989 reports find written articulation agreements between nearly all AVTS and community college programs. Transfer agreements exist between every community college and state university. Agreements are being developed where high school vocational courses (such as Principles of Technology) earn advanced credit at the AVTS, community college, and university levels.

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1987 Recommendation • The KCOVE biennial report recommended strengthening career guidance systems. Public hearings were held in 1989. The KCOVE biennial report also called for the development of an effective career development system.

1989. Improvements in career guidance were written into the 1987 Vocational Plan and progress has been reported each year. However, no comprehensive plan or standards were put into place. The Council (KCOVE) worked with the State Occupational Information Coordinating Committee (SOICC) to win a grant from the National Occupational Information Coordinating Committee (NOICC) to develop state standards and pilot a program in three vocational rehabilitation sites. The State Department of Education is cooperating and will pilot test, disseminate, and implement the standards beginning in 1991.

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1987 Recommendation • A major recommendation resulting from a KCOVE-sponsored study by a respected university economic development team was for the state to significantly increase its share of funding for community college technical education. The Kansas state share is the lowest of four neighboring states with local taxpayers carrying the major cost.

1989. With major support from education and business, the Kansas Legislature funded the equivalent of the first year of a five-year plan to bring the state's share up to 40 percent of the community college budget.

KENTUCKY

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January 1988-June 1989 Activity • Governor's Council on Vocational Education initiated and coordinated a statewide vocational education evaluation program utilizing program/craft committee members as evaluators.

A total of 737 vocational education programs were evaluated utilizing a uniform instrument. Results were summarized by vocational regions and statewide. Vocational officials are in the process of responding to each of the 1,797 program specific recommendations.

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July 1986-Present Activity/Recommendation • JTPA/Vocational Education Coordination.

1. Statewide survey conducted jointly by Governor's Council on Vocational Education and Job Training Coordinating Council of 1,107 Kentuckians on existing coordination practices and barriers.

2. Follow-up interviews of vocational education and JTPA officials at state levels and in 8 or 14 regions.
3. Panel of individuals responsible for state and regional vocational education and JTPA programs addressed Council on ideas to improve coordination.

4. Recommendation for development of state coordination agreement submitted to vocational education board and Job Training Coordinating Council.

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November 1987 Activity/Recommendation • Conducted nationwide review of vocational education governance structures and recommended changes in state structure in concert with various other groups and agencies.

1988. A new governance structure was created by the state legislature.

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November 1988 Activity • Council requested that State Board review and issue a board-developed mission statement for vocational education at secondary and post-high school levels.

October 1989. Mission statements issued will clarify purpose and alleviate confusion on accountability.

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November 1988 Activity • Council communicated to the State Board the need for a long-range planning document beyond compliance document for funding.

December 1989. State Board officially approved six-year plan for vocational education.

LOUISIANA

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May 1987 and June 1988 Recommendation • The State Plan report to the State Board of Education done with the assistance of Southern Regional Education Board indicated the need to move from a "compliance" State Plan to an actual planning document.

The State Board of Education accepted and adopted the State Council reports and mandated the State Department of Education to prepare a different kind of State Plan that is more activity and result oriented. The focus is now on actual planning rather than just compliance for federal funds approval.

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October 1989 Activity • The State Council sponsored and planned for the development of a special private-sector advisory commission directly related to the vocational-technical schools in Louisiana. The top business and industry persons were recruited and are currently involved in trying to enhance the vocational-technical system in Louisiana.

The State Board of Education accepted and approved this new private-sector commission which is directly related to individual vocational-technical schools.

••92••

October 1988 Activity • The State Council created the first-ever foundation for vocational education students from a disadvantaged background. Funds were collected from business, industry, labor and others to provide annual grants to deserving students.

The State Board of Education is part of the Foundation Agreement, and the funding is growing for increased student grants in the future.

MAINE

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Ongoing Recommendation • The Council has recommended a reevaluation of the role of secondary vocational education.

October 1989. Secondary directors held workshops to define their role. This continued emphasis on self-examination has led to the concept of vocational education as an integral part of the high school curriculum, a part of the system, not apart from it. Integrated studies projects are being piloted now as well as a 2 + 2 program.

The Council sponsored Dr. Willard Daggett from New York to work with principals, directors and superintendents; to speak to business people; and then, on an interactive television network, to speak to academic and vocational teachers. Audio and VHS tapes are being circulated and used for teachers' in-service, school boards, craft committees, administrators and students. A multi-level strategy is being developed to continue the momentum generated by Daggett's presentation.

••94••

1985 Activity • The Council presented information to the legislature which was critical in its decision to separate the postsecondary vocational-technical institutes from the Department of Education and Cultural Services.

April 1986. The legislature passed a bill to set up an independent Maine Vocational-Technical Institute System.

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1986 Recommendation • The Council recommended that the new Commissioner of Education address certain problems identified through Council research and public hearing process.

The Commissioner established a task force on vocational education, and the results validated Council conclusions and recommendations. Implementation of recommendations has begun including:

- Use of a new planning and evaluation process.
- Development of a comprehensive research and data base.
- Development of new evaluation criteria.
- Cluster programming at pilot sites.
- Initiation of articulation at postsecondary schools.
- Implementation of integrated studies curriculum at two pilot sites.
- Completion of curriculum review for every vocational program and redevelopment will be completed by 1993.

•Operation of a statewide electronic network linking the curriculum center, the secondary vocational schools, the technical college system, and the state council.
•Implementation of new standards of vocational program quality.
•Development of a comprehensive career awareness program guide to serve all learners, K-adult.
•Use of a middle school career exploration program which includes an individual education/career plan for every eighth-grade student.
•Operation of a school-to-work transition program, affiliated with the Jobs for America's Graduates program.
•Award of money to improve career guidance and counseling opportunities for adults.
•Completion of a planning document for vocational teacher development system.
•Initiation of a systematic public relations and outreach campaign.
•Commitment of funds to support child care for students enrolled in secondary, postsecondary and adult vocational education programs.
•Allocation of funds to six secondary vocational centers and regions to establish developmental studies programs and centers.

MARYLAND

••96••

1987 Recommendation • The State Board of Education with the assistance of the State Apprenticeship and Training Council should develop an apprenticeship-school linkage program for use in the public schools of Maryland on a voluntary basis.

1988. The feasibility of establishing a formal apprenticeship program in public schools that would combine public- and private-sector interests was investigated by a committee of representatives from the following agencies: State Apprenticeship and Training Council; State Supervisor of the Bureau of Apprenticeship and Training, U.S. Department of Labor; State Department of Education; State Board for Community Colleges; State Council on Vocational-Technical Education. The committee recommended the establishment of three model in-school apprenticeship programs which would allow vocational education program seniors to become registered apprentices while completing their secondary school education and continue as full-time apprentices when they complete high school. A program for apprenticeship-school linkage was developed. Three pilot programs were established and are currently in operation.

••97••

1987 Recommendation • The State Job Training Coordinating Council should revise procedures for the distribution and administration of funds allocated to the state for the Education and Coordination Grant Program to provide for the utilization of these funds in support of statewide initiatives in areas of critical need such as school dropouts.

1987. A Task Force of the State Job Training Coordinating Council developed a policy and program concept that brings together the local educational systems and JTPA Private Industry Councils to cooperatively plan and implement a comprehensive, integrated, school-based, multi-year, year round program which addresses the needs of "at-risk" youth. Funding sources for implementing the program included funds received by the state under the JTPA Education and Coordination Grant Program. A phase-in process for utilizing these funds was developed. The program was approved

by the Governor and initiated throughout the state in 1988 as a coordinated effort involving the JTPA Private Industry Councils and local school systems.

••98••

1984 Recommendation • The State Department of Education should include one credit in vocational education in the credit requirements for graduation from public high schools.

1985. Graduation requirements for public high schools were changed to include the following additional specified core credit: one credit in industrial arts/technology, home economics, vocational education, or computer studies.

••99••

Activity • The State Council on Vocational-Technical Education is continually involved in various activities that result in actions which improve the responsiveness of vocational-technical education programs, services, and facilities throughout the state.

Some examples of actions taken as the result of Council suggestions and initiatives are as follows:

1. The State Board of Education holds separate meetings as the State Board for Vocational-Technical Education. The Council assists the State Board in the development of agenda for such meetings.

2. Senator Paul S. Sarbanes and Congressman Kweisi Mfume initiated resolutions which resulted in a Presidential Proclamation that designated a national Vocational-Technical Education Week.

3. Baltimore Gas and Electric Company has donated a total of over $47,000 in cash awards to outstanding vocational-technical education teachers, schools, and community colleges since 1985.

4. The number of vocational education craft and program committees has increased significantly.

5. An increasing number of vocational programs are being offered in the secondary schools during the summer months.

6. Every community college has at least one occupational program that is articulated with a secondary school program.

7. Of the state's 17 community colleges, 12 have established transfer agreements for occupational programs completed at independent postsecondary schools.

8. The amounts of annual federal vocational education fund allocations which were not obligated and returned for the federal government have been minimized.

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1978 Recommendation • The State Board of Education should provide more adequate administrative and funding support for vocational student organizations.

1980-Present. The number of specialists in vocational student organizations assigned to the staff of the State Department of Education was increased to adequately support each vocational student organization. In-service activities were included in state plans related to the supervision and activities of student organizations. Salaries of State Department of Education specialists were significantly increased.

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1978 Recommendation • The State Board of Education should support state legislation for the allocation of state categorical funding for secondary vocational-technical education.

1979. The State Board of Education supported legislation developed to provide categorical state funds. The 1980 session of the Maryland General Assembly approved state categorical funding for vocational-technical education. An original appropriation of $2,900,000 was set aside in FY1981. The 1986 session of the Maryland General Assembly approved an increase in state categorical funds for vocational-technical education and made the funding category a permanent appropriation. A total of $3,900,000 is to be distributed to local jurisdictions during each fiscal year.

••102••

1970 Recommendation • Local education agencies should establish and utilize local advisory councils on vocational-technical education in developing and evaluating local plans for vocational-technical education.

1971. The State Board of Education supported the recommendation and encouraged each local education agency to establish an advisory council. Such councils were established prior to the federal mandate for local councils. State legislation requiring local councils was subsequently developed and passed. In recognition of the benefits of community involvement in vocational-technical education, the state requirement for local advisory councils jointly appointed by board of education and community college boards of trustees was continued after the federal mandate was terminated.

MASSACHUSETTS

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June 1987 Recommendation • SCOVE recommended to the State Board to "provide secondary and postsecondary incentive funding to institutions who join in priority efforts to plan and implement articulation and collaboration" and to "provide resources for articulation and coordination specialists at institutions prepared to implement working agreements."

September 1988. In response to these SCOVE recommendations the Department of Education awarded $400,000 in competitive grants to schools and community colleges to plan and implement articulation agreements.

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December 1987 SCOVE Recommendation • SCOVE documented the need and desire for greater coordination between vocational education and employment training in its biennial evaluation and recommended schools be encouraged to provide program listings to PICS and that PICs be encouraged to develop Education Committees.

June 1988. The evaluation helped catalyze state-level dialogue leading to new state legislation which required closer coordination between education and employment training. During implementation of this legislation, these Council policy recommendations were agreed to by the Department of Education and the Department of Employment and Training.

••105••

1987 Recommendation • SCOVE recommended that the State Plan be state needs based, distribute funds more competitively, and emphasize applied learning methods. Additionally, SCOVE made specific recommendations concerning improving the basic skills of vocational education students, use of competency based curricula, integration of academic and applied learning, expansion of technical offerings, research on student motivation, and improved guidance.

1988-90. The State Plan reflected all of these recommendations in a departure from previous practice.

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June 1988-September 1989 Activity/Recommendation • SCOVE convened round table meetings bringing together secondary and postsecondary educators, employment training professionals, and state policymakers for dialogue and research concerning articulation and coordination; sponsored a statewide conference on the topic; and proposed policy recommendations.

October 1989. A state representative requested SCOVE to advise and facilitate educational input into preparation of new state employment training legislation focused on establishing closer coordination. Additionally, several SDAs and schools reported new agreements sparked by SCOVE activities to promote coordination. The Department of Education included coordination activities in its proposed State Vocational Education Plan for 1991.

••107••

July 1987 Recommendation • Following its biennial evaluation, SCOVE called for increased recognition of the importance of vocational education and sought to educate policymakers about vocational education's capacities and the potential for articulation.

January 1988. A new state law governing vocational education was passed which authorized increased funding levels and emphasized articulation.

••108••

October 1989 Recommendation • Following its biennial evaluation, SCOVE recommended improvements in occupational and academic guidance and career exploration, especially for handicapped students.

December 1989. These recommendations were reflected in 11 activities proposed in the next State Plan by the Department of Education.

MICHIGAN

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December 1988 Recommendation • The Council recommended that the State Board of Education should develop stronger ties with business, industry and labor to maximize vocational-

technical education (VTE) program effectiveness and efficiency. Strategies should include (1) expanding private-sector resources into a "true partnership" with education for the delivery of vocational-technical education, and (2) providing on-the-job training for vocational-technical education professional and support staff with business and industry.

During the past seven months, the Council has served as a broker to encourage and initiate two unique public/private-sector partnerships described below.

May 1989. The Council developed a proposal which established the first formal partnership between the Michigan State Board of Education with General Motors (GM) and the United Auto Workers (UAW) in a pilot program where vocational high school teachers and community college faculty will upgrade their technical skills at Buick-Oldsmobile-Cadillac (BOC) Educational Development Centers in Lansing for nine weeks of firsthand industrial applications in their respective trades.

The UAW/GM Human Resources Center pledged up to $120,000 for the first year of the project to pay substitute teacher salaries so vocational instructors could be released from their teaching responsibilities.

The State Board of Education provided $20,000 to Ferris State University to assist with the recruitment of teachers, program evaluation and the coordination of a continuing education component whereby teachers can earn additional college credit. Benefits include students being provided instruction by technically competent teachers using newly revised curriculum. For GM/UAW they also have the use of a newly revised curriculum with the retraining of their employees, as well as a better-trained work force.

December 1989. The second partnership included establishing the linkages for a collaborative relationship between the Michigan Department of Education, UAW/GM and a national education training foundation to field-test and validate a counselor training package. Counselors from community colleges, state universities and area vocational centers will be trained and certified to work with adults in employer-sponsored education assistance programs. Both the Department of Education and the UAW/GM will commit $10,000 each to cover the costs of the project. Benefits include having a career counseling model with materials and a trained cadre of counselors for future use.

October 1987 Recommendation • The Council recommended that the Governor of Michigan should establish an accessible education and employment training system which includes complementary state policies, purposes, terminology, goals and measurable outcomes.

January 1988. In his 1988 State of the State Address, Governor James Blanchard introduced the concept of the Michigan Human Investment System and the Michigan Opportunity Card. The Michigan Human Investment System is a joint venture between state agencies and departments to improve the management and coordination of the state's job training and education resources. The directors of the departments/agencies, along with private-sector representatives, serve on a board which guides the system. The Michigan Opportunity Card is the key to delivering an integrated human investment system of education and job training services that are customer focused. Cardholders will be able to have their skills assessed and will gain access to an inventory of all job training and adult education services available in their community. They also will

receive a personal plan of action, referral services, job placement assistance and a basic skills account to pay for upgrading of their employability skills.

August 1988. Governor signs Executive Order establishing Human Investment System and Board.

September 1988. Training sessions are scheduled for Community College Coordinators of the Opportunity Card (first pilot sites).

January 1989. Governor issues first Michigan Opportunity Cards at McComb Community College.

April 1989. Human Investment Fund Board signs "Operating Agreement" which includes (1) establishing common definitions and outcomes across programs, and (2) developing criteria for collecting and analyzing data across programs.

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May 1987 and January 1989 Recommendations • The State Council addressed accessibility through its recommendations that (1) the State Board of Education review the present regionalization structure (Career Education Planning Districts, Intermediate School Districts and Community College Districts) for access and equity, requiring each service area/region to develop a coordination plan upon which funding will be based (May 1987); and (2) the State Board of Education should initiate a statewide policy that requires the establishment of a new regional delivery system for all levels of vocational-technical education.

1987-89. Over the past three years the State Board of Education has funded 22 regional planning and delivery projects. The project grants provide the means for local agencies to develop and implement efforts leading to regional delivery of programs, services and activities to better serve students and effectively utilize resources. These projects include funding of $275,000 for 6 regional planning pilot sites (July 1987); funding of $325,000 for 11 regional planning projects, 5 of which were new (July 1988); and funding of $188,223 for 11 new regional planning projects (December 1989). In addition, staff from the Department of Education requested the State Board of Education to consider a proposal to develop a "Joint Operating Agreement" (JOA) regional delivery system. Criteria were proposed, including having one or more intermediate school districts as a basis for the regional boundary; inclusion of all K-12 districts and at least one community college; development of a 3- to 5-year plan with biannual updates for each JOA; and identification in the JOA of priorities for funding unmet needs in the area, including services for special populations.

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April 1987 Recommendations • The Council addressed career/vocational guidance and counseling concerns through its recommendations to the State Board of Education to (1) immediately establish a technical assistance training center(s) which addresses the self-identified needs of practicing counselors, and (2) provide technical assistance and incentives to local school districts wanting to implement a comprehensive guidance and counseling program, using as resources the three Michigan schools presently recognized as national models.

1987-88. The State Board of Education funded ($80,000) six higher education institutions to work with intermediate school districts in its service area to develop academies for local school counselors. Academy in-services the first year included student assessment, use of labor market data, business/industry tours and vocational

education opportunities in the area. Each of the universities also developed new courses or revised existing ones to focus on career guidance competencies for preservice and practicing school counselors.

1988-89. The State Board of Education funded ($85,000) four higher education institutions which served 220 counselors in 139 in-service academies. Two universities have begun a review of the counselor education program in comparison to national guidelines, the National Counselor Education Organization and state competencies.

The State Board of Education funded a statewide opinion survey on how school counselors view vocational-technical education.

The State Board of Education funded ($119,000) 12 grants to intermediate school districts to implement improved and expanded career guidance programs at secondary and adult levels in these regions. Served through these grants were 61,158 youth and adults.

The State Board of Education funded ($50,000) a Regional Career Guidance Program Incentive Grants Support Project to assist the 12 intermediate school districts to implement comprehensive career guidance programs. The project staff conducted training using the state's three nationally recognized models. This project also provided technical assistance to the ISDs using practitioners who developed the models.

••113••

March 1987 Recommendation • The Council recommended that the State Board of Education should encourage local school districts to allow a predetermined number of academic graduation requirements to be fulfilled through the completion of approved vocational-technical educational programs with academic competencies identified as part of its curricula. This determination should be based on the individual needs of a student. Suggested strategies include (1) providing funds for technical assistance to districts to implement a credit option/equivalency plan utilizing local models and leaders, and (2) assisting local school districts to provide an employability development plan for each student by ninth grade. The plan would identify academic and vocational competencies to be achieved to meet each student's career and educational goals.

1987-89. Since graduation requirements in Michigan are set by local school boards, the following action was taken:

The State Board of Education funded ($60,000) 12 pilot models in middle city school districts to integrate vocational education with basic academic skills.

The pilot sites represented various developmental stages in the establishment of a curriculum link between academic and vocational education. The three stages included the development of a local policy or proposal to support the linkage; the identification of academic skills attained through occupational programs; and ultimately informing students and parents of the opportunities to meet graduation requirements through predetermined vocational programs. External consultants were hired by the Department of Education to provide technical assistance. Three local districts who had three different models provided individual assistance to the pilots.

The State Board of Education funded 32 intermediate school districts to develop a local Employability Development Plan process. Approximately 50 percent of the state provides Employability Development Plans for students by ninth grade.

MINNESOTA

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The State Council has addressed high school vocational education through two activities/recommendations:

1985-88 Recommendation • The Council recommended major initiatives to restructure and modernize vocational education in Minnesota's high schools and sponsored public forums and joint meetings with education governing boards to discuss the recommendations.

1987-Present Activities • The Council provides on-going consultations on the high school initiatives through direct Council representation on (1) the Strategy Design Group for Secondary Vocational Education, established by the Minnesota Department of Education; and (2) the seven-member Research Advisory Committee to the Office of Educational Leadership, established by the 1989 Legislature.

1987-91. The Commissioner of Education, in response to legislative mandate, developed and reported to the Legislature in December 1988 a restructured secondary vocational education model. The 1989 Legislature appropriated funds for curricular and staff development during the current biennium.

The 1989 Legislature also established the Office of Educational Leadership with a Research Advisory Committee, for which the seven members are statutorily prescribed, to advise on the development of (1) the state plan for the transformation of elementary and secondary education; and (2) the ten research and development (R&D) sites to initiate the implementation of learner outcome based education systems which include (a) integration of general, academic, and vocational curricula and (b) articulation among elementary, secondary, and postsecondary levels.

The State Board of Education established rules requiring school districts to offer vocational courses as a part of the transition from the current Carnegie unit system to an outcome-based system and awarded R&D grants of $100,000 each to ten sites for the 1989-91 biennium.

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1987-89 Recommendations and Activities • The focus of Council recommendations in the area of entrepreneurship called for initiatives (1) to integrate entrepreneurship education in the vocational curricula of the high schools and technical colleges, and (2) to augment the availability and effectiveness of small business management programs. These recommendations were based on Council research of 1,169 technical college graduates who had graduated during the ten-year period prior to 1984 and who subsequently established or purchased business enterprises.

1987-Present. The State Board of Vocational-Technical Education responded most favorably to the findings and recommendations, augmenting the Council's distribution of the reports. The Board now offers a new entrepreneurial education course in its technical college curriculum, called Business Plan Development. This course is an elective and available to all students. The Board is studying other courses of this genre and is using the technical report in reviewing curriculum and services to business owners.

Also, the Board has purchased rights to the highly acclaimed Self-Employment Training Program for use at the 23 technical college campuses offering small business management programs.

At the elementary and secondary levels, the Council's recommendations are being addressed as part of the larger initiatives to restructure secondary vocational education and to build a learner outcome-based education system. However, some school districts have recently introduced entrepreneurship education into their vocational programs.

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1986-Present Activity • In the area of partnership initiatives, during the 1986-87 school year, the Council began conducting on-site visits at five to seven technical college campuses each school year to evaluate private-sector participation in the delivery of programs and services, especially as it is evident in the operation of program advisory committees. Program advisory committees are selected at random for in-depth study. Evaluation includes interview with committee members from agriculture, business, industry and labor. The Council presents its findings and recommendations to the technical college and to the State Board of Vocational-Technical Education at the close of each on-site visit. Two to five Council members make up the on-site evaluation teams, depending upon the campus size.

1986-91. Council recommendations are being implemented by the technical colleges, often with direction and technical assistance of the State Board of Vocational-Technical Education.

Technical college teachers and Board staff are serving on a Council task force to develop new advisory committee resource materials. They are based on findings from original Council research on the skills and knowledge needed by both advisors and teachers to make public-private partnerships work.

The research findings are already being used in partnership workshops for school board members, program advisors, teachers, administrators, and others. Plans call for expansion of the workshops during 1990-91.

A parallel but separate set of activities regarding vocational advisory committees in the high schools is also underway.

MISSISSIPPI

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1987 Recommendation • The MSCOVE participated in samples of local program evaluations for a period of two years and found them to be inconsistent and ineffective. As a result, this was brought to the State Board's attention with recommendations.

1988. The State Board improved its system of evaluations by implementing Council recommendations; i.e., training the chairpersons of local evaluation committees and beginning a follow-up program.

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1986 Activity • Need for improved planning and coordination between JTPA and Vocational Education was addressed after extensive involvement by the MSCOVE found a total lack of pre-

planning coordination and possible misuse of 8 percent JTPA funds. This was included in the Annual Report.

1986. Both JTPA and Vocational Education improved efforts at coordinated planning after much defensive action toward the Council's Annual Report.

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1986 Activity • MSCOVE requested to help improve programs and opportunities for hearing-impaired students by State Vocational Rehabilitation. MSCOVE initiated meetings of selected junior college personnel and hearing-impaired program personnel and followed through until a program was established at Hinds Community College.

1989-90. Hinds Community College established a special program for hearing-impaired students. They now serve 43 students. Funding has been obtained from the state legislature and (federal funds) from a consortium administered through the University of Tennessee.

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1986-88 Recommendation • The MSCOVE recommended that the State Board activate and utilize the State Technical Committees as required by the Carl D. Perkins Vocational Education Act.

1987-88. The State Board activated and started using the State Technical Committees as recommended by MSCOVE. The State Technical Committees have proven very helpful in modernizing the state's secondary standardized basic vocational education curriculum and are now (1989) working on postsecondary curriculum.

MISSOURI

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March 1987 Recommendation • The Council recommended that the state be divided into 12 vocational education coordinating regions, each containing a community college district and one or more area vocational schools.

July 1988. The state was divided into ten regions that contain at least one community college and surrounding area vocational schools.

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March 1987 Recommendation • The Council recommended that a regional articulation council should be created for each of the 12 vocational education coordinating regions.

July 1988. The Department of Elementary and Secondary Education provided the leadership in the establishment of an articulation council for each region.

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March 1987 Recommendation • The Council recommended that financial incentives should be provided that will promote voluntary participation in articulation activities.

April 1988. The Department of Elementary and Secondary Education sponsored a statewide workshop for and meeting of articulation councils. Financial support was provided local education agencies for expenses incurred in sending representatives.

July 1989. Financial support continues to be provided for activities such as curriculum writing, printing and substitute teacher pay while regular teachers are developing agreements and articulated curriculum. The amount set aside for the current year is $30,000.

December 1989. Each region continues to meet throughout the year to discuss program articulation, work on curriculum needs and write articulation agreements. Three regions have formalized agreements, five regions have made significant progress and the remaining two regions are in the early discussion stages.

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March 1989 Recommendation • The State Council on Vocation Education recommends the Department of Elementary and Secondary Education conduct in-service activities informing vocational educators of the components of economic development and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

July 1989. The Department of Elementary and Secondary Education began activities by conducting a statewide workshop entitled "How Education Can Work Effectively with Economic Development." The workshop dealt with needs analysis, development, operation, and delivery of programs.

MONTANA

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1987-89 Activities • MCVE participated in the development of Montana School Accreditation Standards and the College Preparatory Curriculum Entrance Requirements to preserve and/or enhance participation in needed high school vocational education opportunities. MCVE nominated one of its members to serve on the Board of Public Education's Project Excellent: Designing Education for the Next Century. This project studied state accreditation and wrote new standards for the public schools. Two public hearings in FY88 addressing Impact of High School Graduation Requirements on Vocational Education were held in response to increased emphasis on academics at the local level, revised accreditation standards, and increased college admission standards. Concerns voiced in these hearings were incorporated into position papers and testimony presented on the proposed accreditation standards and admission requirements. MCVE is continuing its efforts to stress the importance of accessibility of vocational education for students and wrote a letter to administrators and boards of trustees in Montana encouraging possible programmatic alternatives to provide Montana high school students with vocational education opportunities. The MCVE 1989 Public Hearing, "Articulation and Cross-Credit Courses," addressed some of these alternatives.

1987. The Board of Public Education Accreditation Standards and the Board of Regent's College Preparatory Curriculum Entrance Requirements give favorable consideration to vocational education, in part due to the efforts of MCVE. While MCVE is pleased both the accreditation standards and college entrance requirements include vocational education offerings, at the same time, the increased programmatic requirements diminish the role of vocational education. With continued efforts, it is felt local school districts will implement the many possible programmatic alternatives to include vocational education offerings.

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January 1988 Activity • MCVE assisted the Sole State Agency in establishing five technical committees. The State Council identified occupational areas, names of individuals and/or organizations for representation on the committees, and made appropriate comments on the establishment of the committees.

1988-89. Five technical committees were established to assist in the development of model curricula and to address state labor market needs. The five designated committees were Tourism and Travel, Agriculture, Forestry and Lumbering, Health Care, and Mining and Minerals. The committees developed an inventory of skills which are needed for entry, retention, and advancement in Montana's business and industry. The Center for Vocational Education at Northern Montana College published reports from each technical committee's identified validated task lists and job-related information. The development of these task lists and defined job clusters will assist planners in developing relevant curriculum for training.

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1989 Recommendation • The Council recommends that the Sole State Agency and the Office of Public Instruction should promote a marketing effort designed to support, reinforce, coordinate and expand vocational-technical education to all segments of Montana's population.

July 1989. At the postsecondary level, the Sole State Agency has contracted with a private marketing agency to market postsecondary vocational-technical education. An advisory committee has been organized comprised of representatives from industry, labor, Office of Public Instruction, MCVE, Montana Chamber of Commerce, Department of Commerce, Department of Administration, Association of Counseling Development, and the Office of Commissioner of Higher Education. A research survey has been conducted to determine public awareness, image and perspective of vocational-technical centers. In addition, vocational-technical students have designed a logo, and radio and television advertisements are being prepared. A statewide marketing workshop will be conducted next spring.

At the secondary level, the Office of Public Instruction, with financial support from MCVE, will distribute Career Success Magazine to all Montana 8th and 9th graders. The magazine will feature a message from the Superintendent of Public Instruction, a layout of high school vocational education courses, student vocational education organization options, and a teacher's guide for utilizing information in a constructive fashion.

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1988 Activity • MCVE conducted a statewide vocational education needs assessment during the spring of 1988. The results of this assessment were evaluated and priorities identified by a steering committee comprised of the Office of Commissioner of Higher Education, Office of Public Instruction, Montana Vocational Association, Governor's Office, Montana Chamber of Commerce, Montana Department of Labor and Industry, Board of Regents, and Board of Public Education. As a follow-up, MCVE, in cooperation with the other agencies, conducted a statewide conference entitled "Preparing for the Next Millennium: Vocational Training--Catching Up or Leading the Way." This conference had direct impact on vocational education funding, on vocational education planning for the 90s, and identified vocational education issues which must be addressed.

September 1988. The conference addressed key topics; i.e., Creating a Climate for Economic Development; Economic Development and a Changing Work Force; Tomorrow's Jobs and Training Needs: A View from Business; Creating Policy and Designing Vocational-Technical Education for the 21st Century; and Strategies for Marketing Vocational-Technical Education. The conference featured presentations by the gubernatorial candidates on the subject "A Plan for Economic Development with Implications for Vocational-Technical Training." The results of this conference were (1) support from the governor for secondary and postsecondary funding during the 1989 Legislative Session; (2) increased awareness among vocational educators concerning the challenges of international competition, the status of Montana's present and projected work force, and how vocational-technical education can respond to meet future employment needs; and (3) identification of issues by conference participants which MCVE and other agencies should pursue.

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1985-86 Activity • MCVE conducted a survey in 1985, regarding business/education cooperation, and public hearings in 1985 and 1986, entitled "Vocational Education--A Cooperative Effort." The results and recommendations, which were conveyed to the Sole State Agency and others, indicated a growing interest in business/education partnerships in the state.

September 1986. MCVE and the Sole State Ageny cosponsored a unique state conference entitled "B + E = Economic Development." Educators, school administrators, and business/industry representatives participating in the conference were provided with information and resources which enabled them to identify the mutual benefits of partnerships; describe various types of partnerships, develop techniques for building a collaborative project, identify factors contributing to success, and develop an action plan for setting up a collaborative partnership.

NEBRASKA

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September 1987 Activity • SCOVE issued a Policy Statement with a focus on at-risk students within Nebraska and offered its assistance to other agencies and groups to coordinate efforts aimed at decreasing the dropout rates.

February 1988. The State Board of Education issued a position statement which emphasized the role vocational education plays in addressing needs of at-risk students. A statewide conference was conducted to raise the public awareness of the problem and highlight successful intervention programs. The conference was cosponsored by SCOVE, the State Board, and other public and private agencies.

••131••

April 1986 Activity • SCOVE established a special committee on agricultural education to provide recommendations and in general chart the future direction of agricultural education at the secondary and postsecondary levels.

October 1987. Specific actions of the committee resulted in the following: (1) revised the role, mission, and purpose statement for Nebraska Agriculture Education, and (2) addressed needed changes in agricultural curriculum, which affected the directions and the relationship of secondary, postsecondary, state colleges, and university programs in agriculture/agricultural education.

••132••

June 1988 Recommendation • SCOVE recommended to the State Board of Education that a Strategic Planning process be established which include the various agencies and organizations involved in Human Resource Development.

> September 1988. The State Board of Education designated the SCOVE to facilitate the development of a Strategic Planning process. The State Job Training Coordinating Council has endorsed the project and is participating. Every state agency involved in human resource development is participating on a voluntary basis. The outcome of the project will be a coordinated planning process minimizing duplication.

NEVADA

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April 1989 Recommendation • The Council recommends to the State Board of Education that, beginning Program Year 1991, fund applicants should submit program- and student-based evaluation criteria for assessing the effectiveness and quality of programs and projects as a part of the program or project application submitted by the eligible recipient. The Department of Education staff should become a resource to districts and community
colleges making application to assure the appropriateness of evaluative criteria and supporting documentation.

> November 1989. Requests for Proposals developed in draft form for Program Year 1991 include direction for the development of student-based evaluative criteria to be developed by the LEA in all funding categories and program or project applications will establish the base of approved evaluations as required in the Carl D. Perkins Vocational Education Act.

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April 1989 Recommendation • In order to decrease the barriers to occupational education programs, the Council recommends that the State Board of Education adopt the State Board Task Force on Occupational Education recommended courses of study in the introduction of technology, home and career skills as policy for completion by all students prior to entering the tenth grade when those students have entered a Nevada school on or before the ninth grade.

> July 1989. After two years of development, the Course of Study as developed by study groups and the State Council was approved by the Nevada Board of Education.

NEW HAMPSHIRE

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April 1987 Recommendation • The State Board should set aside Carl Perkins dollars to develop and implement secondary/postsecondary curriculum articulation models.

> July 1987. The State Department established a funding initiative to foster the development of locally initiated curriculum articulation models. The locally developed models are working and are being adapted/adopted with increasing frequency around the state.

••136••

January 1987 • A "Mission Statement and Goals" for vocational-technical education should be developed as the first step in the establishment of a statewide, master plan for vocational education, job training, and economic development.

November 1987. A "Mission and Goals Statement for Vocational-Technical Education in New Hampshire" was developed and adopted by all the major agencies/organizations involved in vocational education. The SCOVE facilitated the development activity.

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January 1987 • Linkages and partnerships between business and industry and vocational-technical education should be strengthened.

November 1989. Under the direction of the SCOVE, a statewide task force of business/industry leaders and vocational educators (1) developed a series of regional one-day conferences to promote vocational education, increase awareness with the business sector, and attract new participants to craft/advisory committees; (2) developed a statewide awards program to recognize business/industry/labor contributions; and, (3) developed/promoted materials to be used locally to enhance the work of craft/advisory committees.

••138••

November 1988 Recommendation • A statewide master plan for vocational-technical education, job training and economic development should be developed.

January 1990. The first draft of the master plan has been developed through the cooperative efforts of over 20 agencies/organizations. The foundation of the master plan will be the state-adopted "Mission and Goals Statement."

NEW JERSEY

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September 1984 Recommendation • The State Board of Education should work with the State Council on Vocational Education and the State Job Training Coordinating Council to expand their current coordination and cooperative efforts regarding Vocational Education and Job Training plans and programs in New Jersey in order to take full advantage of the new opportunities provided by the Carl D. Perkins Vocational Education Act of 1984.

September 1985. The State Job Training Coordinating Council (SJTCC) was a part of the vocational education planning process during the most recent cycle. A member of the SJTCC sat on the Vocational Education Planning Committee, the SJTCC set up a standing committee to review the plan and all members of the SJTCC received a copy of the plan for comment, and the Division responded to those comments. The Division thought that the SJTCC's participation in the process was very helpful: during the planning process, the Division was apprised of JTPA programs (both in order to avoid duplication and to seek areas for joint programming); and after the plan was developed, the SJTCC provided quality, timely comments. Plans were developed for joint programming under the JTPA 8 percent Education Coordination and Grants program.

The Division of Vocational Education is also involved with the SJTCC processes. The Commissioner of Education serves on the SJTCC and the Assistant Commissioner for the Division of Vocational Education attends SJTCC meetings on a regular basis. The

Assistant Commissioner and staff from the Division also work with the SJTCC Planning and Coordination subcommittees. The Division is represented on the New Jersey Occupational Information Coordinating Committee (NJOICC) to ensure that labor supply and demand data are consistent for program planning purposes under JTPA and in the Carl D. Perkins Act.

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1985 Recommendation • The Department of Education, through the Division of Vocational Education, should, in order to maximize the opportunities created by the Carl D. Perkins Vocational Education Act of 1984, refine and enhance its procedures to actively promote coordination and cooperation at the local level among vocational education, JTPA, the private sector, and labor unions.

1986. The Division of Vocational Education has actively promoted coordination with other schools and districts and with the business community. Examples of coordination have been found in Council's research. One, ironically, is in a county where all high schools are closely linked for the delivery of vocational programs because the county has no vocational-technical county school system. Another is in a county where the county vocational school is providing a leadership role to develop a countywide consortium approach to pre-vocational experiences. A third is in a county where the director followed closely the State Plan objectives which encouraged an increased level of linkages.

The Division of Vocational Education has actively promoted joint JTPA/vocational education planning by using its half of the JTPA 8 percent money to fund JTPA program specialists, staff specifically assigned to promote joint planning. This cooperation has brought about needed programs and opened new horizons for many local residents.

Local vocational education involvement in JTPA programming is becoming quite prevalent. Many JTPA administrators stated that there are vocational education representatives on their PICs, and many local vocational education providers indicated that a representative from their district was involved in the PIC/SDA planning process.

••141••

September 1986 Recommendation • The Council recommended that the membership of the State Vocational Education Planning Committee should commit each agency to the development and dissemination of practical models of coordination at the local level.

April 1988. Governor Kean signed an executive order creating the New Jersey Commission on Employment and Training. A basic premise specified in the Executive Order is that "coordination and common direction are most likely to occur if they are determined by a policy development and oversight body that is independent from the various State departments and the day-to-day operation of employment and training programs." The Executive Order also mandates that "The Commission shall examine the functions and accomplishments of the advisory structures in such related fields as vocational education, adult education, apprenticeship, vocational rehabilitation and human services and make recommendations for more effective coordination of the efforts in these fields, including when appropriate a recommendation to the Governor for absorbing such functions under the jurisdiction of the Commission."

September 1988. Progress has been made in the area of developing a state hotline and centralized county level directory of services and programs for the handicapped. At least 15 county governments now support a County Office on the Handicapped. Plans have been made to have information concerning services for the handicapped placed on a disk which is IBM compatible and can be accessed by each county.

A most recent development in the area of services for the handicapped is the establishment of 9 Independent Living Centers which provide counseling support for the handicapped provided by disabled individuals. Five of these centers are state funded and four are federally funded. In addition, the field of special education is experiencing a commitment to development of lifelong skills. Provided with job coach in the workplace, handicapped individuals are being prepared for real work placement with a resultant positive cutback in enrollment in workshop programs.

NEW MEXICO

••142••

1989 Recommendation • The New Mexico Council on Vocational Education recommends and supports the promotion of a full-fledged Instructional Television Network in New Mexico that will bring educational institutions and students from the public and private sectors together through distance education.

1989. The Department is supportive of a statewide Instructional Television Network. This position will be taken in the State Board of Education's legislative package. In addition, the Department will fund a project through the Luna Vocational-Technical Institute that will deliver an applied math course to selected sites around New Mexico via the airwaves in January 1990.

••143••

1989 Recommendation • The New Mexico Council on Vocational Education recommends that the State Department of Education review its support of programs for the disadvantaged and consider supporting efforts to assist the mentally ill in receiving job training.

1989. The State Department of Education (SDE) will be entering into an agreement with the University of New Mexico which will develop pilot sites for transitioning special needs students into the world of work. These pilot sites will be coordinating with other government entities such as the Department of Labor (JTPA), Department of Vocational Rehabilitation, Department of Education, and the UNM Mental Health Department. In addition, the SDE will fund a vocational education program in Roswell and one in Los Lunas, New Mexico.

••144••

1989 Recommendation • The New Mexico Council on Vocational Education recommends that funding be made available to assist local communities with alternative educational programs for teen parents who are consider "at risk." Programs like the nationally recognized "New Futures School" in Albuquerque have been highly successful in serving teen parents. Similar programs should be replicated and funded.

1989. The State Department of Education has been providing federal vocational education funding to New Futures High School. In addition, it plans to fund a similar project in Carlsbad. The Department will also fund three additional pilot projects for teen parents entitled "GRADS." The intend of "GRADS" is to offer vocational

education training in a school setting that will prepare the student for job opportunities, and at the same time keep them from dropping out of school.

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1983 Recommendation • The New Mexico Council on Vocational Education recommends that the State Department of Education work with the Department of Corrections in trying to establish a more comprehensive vocational training program for the entire state prison system.

1983. The State Department of Education has frequently offered staff and time to assist in the development of a statewide plan for vocational education in corrections. Several meetings with correctional personnel have been held. The emphasis of the main prison at the Penitentiary in Santa Fe is not on vocational education, and the programs and facilities are in poor condition. Education programs should be authored and funded through vocational education on the philosophy of "corrections" is rehabilitation.

••146••

1984 Recommendation • The New Mexico Council on Vocational Education recommends that an Ad Hoc Task Force on Correctional Education be established to conduct a needs assessment for providing education training to inmates. The Task Force will be comprised of representatives of the State Board of Education, the Board of Educational Finance, the Corrections Department, and an appropriate agency of the NM Legislature, and the NM Council on Vocational Education.

1984-85. The Ad Hoc Task Force on Vocational Education met on four occasions. Two representatives of the Task Force presented testimony to a committee of the NM Legislature about vocational education needs of inmates. The Task Force will continue to meet.

••147••

1984 Recommendation • The New Mexico Council on Vocational Education recommends that a study or needs assessment be conducted on the need for skilled workers in the high technology and equally important trade fields in New Mexico. The study should include but not be limited to (1) assessing current vocational education programs and need for new ones; (2) assessing the need for future funding for instructors, equipment and support staff; determining all possible sources of funds; (4) determining technological industries willing to contribute motivation, training, facilities and equipment to institutions providing vocational-technical education; and (5) examining value of increased career guidance beginning at the elementary level to motivate students to take proper courses.

1984. As a result of this recommendation, a workshop on the planning process was developed for vocational directors. The workshop concentrated on the responsibility for local planning and the use of community resource persons involved in economic development. The career guidance recommendation was implemented in a pilot project with the University of New Mexico on non-traditional careers. A SDE staff member was assigned to chair a committee on meeting vocational needs of students in rural isolated areas.

NEW YORK

••148••

1985 Recommendation • The Council recommends that the Board of Regents establish regional service delivery areas for the planning of occupational education.

1985. Fifty-three service planning areas were established to promote coordination and distribution of occupational education funds.

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1986 Recommendation • The Council recommends that the Board of Regents establish a system of education centers to assist business and industry with occupationally related education programs.

1986. Ten regional education centers for economic development were established to promote coordination of resources for use by business and industry.

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1987 Recommendation • The Council recommends that the Board of Regents reemphasize the need for a systematic avenue to deliver the latest occupational education information and programs to all teachers, administrators and counselors.

1987. The Division of Occupational Education Instruction initiated a series of ten region-level conferences to address the needs of the administrators, teachers, and counselors concerning occupational education.

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1988 Recommendation • A series of recommendations resulting from 15 technical committees were presented to the State Education Department for their enactment.

1988. The State Education Department received and responded in a positive manner to a majority of the recommendations by the end of 1989.

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1989 Recommendation • The Council recommends that the Board of Regents should develop and implement their goal that every high school graduate will be able to successfully enter and graduate from a postsecondary institution without remediation and/or enter and succeed in the world of work.

1989. A special committee of private sector-lay citizens were convened by the Board of Regents/SED to respond to the Council challenge. Evidence indicates that all schools in New York State will be changed as a result of the efforts of this project.

••153••

1989 Recommendation • The Council recommends that the Board of Regents should initiate a statewide public awareness campaign which emphasizes the role of occupational education with other educational pursuits.

1989. The Board of Regents is reviewing a proposal to accomplish the Council's recommendation.

NORTH CAROLINA

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1988 Recommendation • The Council recommends that the State Board of Education conduct a statewide assessment of the vocational student organizations.

1989. The State Board of Education has agreed to undertake a study of the vocational student organizations in North Carolina.

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1988 Recommendation • The Council recommends that the local directors of vocational education invite the North Carolina Industrial Developers Association to a meeting to explain the role of secondary vocational education in economic development, and for the State Board of Education to encourage the State Division of Vocational Education to support this type of meeting with the North Carolina Industrial Developers Association, as well as other associations/organizations of like kind.

1989. The State Board of Education directed the Division of Vocational Education to hold training sessions for local advisory councils at which local industrial developers were invited to participate.

••156••

1989 Recommendation • The Council recommends that the State Board of Education and the State Board of Community Colleges urge local public secondary schools and community colleges, respectively, to consider the possibility of establishing a "National Vocational- Technical Honor Society" at each institution.

1989. Both the State Board of Education and the State Board of Community Colleges have agreed to endorse this recommendation.

••157••

1988 Recommendation • The Council recommends that the State Board of Community Colleges, in collaboration with the Board of Governors of the University of North Carolina, employ an "independent, outside consultant" to conduct a study of proprietary (for profit) schools in the state.

1989. The State Board of Community Colleges declined to engaged in such a study and the Board of Governors has not responded to this recommendation. Nevertheless, the legislature of the state did respond and a study of the proprietary schools is underway.

••158••

1988 Recommendation • The Council recommends that the Board of Governors adopt the following policy (or one similar) for the constituent institutions of the university: Any North Carolina resident presenting evidence indicating that an associate degree has been earned at one of the community colleges in the state will be admitted to one of the constituent institutions and all credits will be acceptable in the program area to which the student is to be admitted. Parenthetically, the Board of Governors is charged by state law to oversee the operations of the 16 public university systems in North Carolina.

1989. While the policy recommendation has not been considered by the Board of Governors, the 1989 General Assembly did respond in a positive manner. In fact, in Section 26 of Senate Bill 43 (Chapter 500), the North Carolina General Assembly

declares that: The State Board of Community Colleges and the Board of Governors of The University of North Carolina shall develop a plan to increase the number of community college credits that will transfer to the university system. This plan shall be reported to the 1989 General Assembly, 1990 Regular Session.

NORTH DAKOTA

••159••

January 1987 Recommendation • The State Board should further develop and expand collaborative efforts to develop state and local marketing strategies designed to improve image and public awareness of vocational-technical education.

July 1987. Through a joint SCOVE/SBVE initiative, a 13-member Marketing Council was formed. Representatives included teachers, administrators, teacher educators, SOICC, and SCOVE and SBVE members and staff. This Council approved a logo and slogan, bought into "Career Success" magazine, is developing a "How to Market Vocational-Technical Education Locally" handbook, and is working with public relations experts to develop a long-range marketing plan for vocational-technical education in North Dakota.

••160••

July 1986 Activity • The SCOVE program of work established career guidance as a major priority. To address this issue, SCOVE and SOICC teamed up to initiate a joint proposal-writing workshop to write a federal NOICC grant to develop national Career Guidance Guidelines.

August 1986. A $100,000 grant was approved and administered through the North Dakota SOICC. This grant resulted in the development of five career guidance modules--elementary, junior high, senior high, postsecondary, and adult. In 1989, the state legislature authorized the Department of Public Instruction to implement these guidelines in North Dakota.

••161••

1987 Recommendation • The SCOVE Biennial Evaluation recommended that "The state of North Dakota should intensify its efforts to bring the various agencies and institutions together to discuss ways for improving the delivery of vocational-technical education and employment and training programs and services for adults--particularly displaced workers, single parents, older workers, and other at-risk adults."

November 1988. A "Working Conference on Adult and Industry Education and Training" was jointly planned by 18 public- and private-sector groups concerned about the reeducation and retraining of the work force. Recommendations from this conference were used to draft House Resolution 3023 which passed unanimously in both the House and the Senate. Amendments were also drafted to authorize the State Board of Higher Education to expand its role in worker retraining and in economic development.

••162••

July 1989 Activity • SCOVE completed a two-year study on the modernization of vocational education K-12. The study recommendation called for a model curricular framework which would substantially restructure the entire vocational education system at the junior and senior high school levels. These recommendations were presented to the SBVE in September 1989.

November 1989. The State Board agreed to begin a long-range strategic planning process. This process is scheduled to begin in March 1990.

••163••

1987 Recommendation • The SCOVE Biennial Evaluation recommended that the SBVE should establish priorities from among the 24 approvable activities under Title IIB and develop Request for Proposals for schools and institutions to address those priorities.

1987-88. The SBVE began funding Title IIB activities on Request for Proposal basis rather than on a grant application basis.

OHIO

••164••

October 1985 Recommendation • OCOVE recommended that the state give emphasis through in-service education to the development of instructional programs in **entrepreneurship** for secondary, postsecondary, and adult students, and to coordinate these programs with on-going entrepreneurship efforts of other agencies.

February, 1986-May, 1986. The State Department of Education, in conjunction with the National Center for Research in Vocational Education, conducted six workshops at which program administrators received information to use in local in-service sessions to encourage infusion of ten-hour entrepreneurship modules in vocational programs. Items produced specifically for distribution at the workshops included a scope and sequence chart on entrepreneurship training for infusion into vocational education, by taxonomy; entrepreneurial student success posters; a competency list/instructor's guide for teaching entrepreneurship; and a process model.

••165••

October 1985 Recommendation • OCOVE recommended the reallocation of time within the periods scheduled for vocational education class and laboratory work to provide for integration of applied mathematics, sciences, and communications, or encourage the movement to coordinate these basic academic units of study with the skill that is being taught in the vocational shop and laboratory.

September 1985. The State Department of Education began to make "Program Options" available to Ohio school districts. This scheduling option provides applied academics instruction in math, science, and communications specific to the vocational skill area and is taught by academically certified teachers who work in concert with the vocational skill instructors to formulate the course of study and to coordinate instruction on a weekly basis. During the 1985-86 school year, "Program Options" were in operation in 308 vocationally related classes involving over 4,000 vocational education students. The program has been refined and expanded steadily, and by 1989, 9,631 vocational students studied applied academics as an integral part of their vocational program. (Note: Although the State Department initiated this program one month before OCOVE officially submitted the recommendation, state officials had been advised that the recommendation was being formulated several months earlier.)

••166••

October 1986 Recommendation • OCOVE recommended that emphasis be given, through in-service education, to the development of instruction in **statistical process control (SPC)** for both the secondary and postsecondary level programs. OCOVE stated that high school graduates in the manufacturing trades should be literate in the concepts and terminology of SPC, while postsecondary graduates in areas of manufacturing and mechanical technology should possess skills in application of statistical methods to processes within the work environment.

October 1987. The State Department of Education advised OCOVE that in-service training of selected mathematics teachers, involved in Program Options, was planned for FY88 and a model secondary SPC curriculum would be completed in FY89.

••167••

October 1986 Recommendation • OCOVE recommended that the inclusion of job search and interview skills be promoted as an integral part of all vocational curricula. OCOVE stated that vocational teachers should be provided in-service education and assisted by placement directors in strengthening the teaching of these important employability skills.

FY87. A statewide conference for job placement directors emphasized the importance of job search and employability skills. Also, during the 1987-88 school year, school districts were provided the opportunity to schedule separate employability skills classes.

••168••

October 1987 Recommendation • OCOVE recommended that state authorities continue to identify strategies to strengthen the academic component of vocational-teaching education.

July 1988. The State Board of Education adopted a measure to provide funding for academic classes taught in joint vocational schools (or "area schools," as they are called in many states).

••169••

December 1988 Recommendation • OCOVE recommended greater financial support for adult vocational education, both in terms of number of vocational units funded at the local level and the portion of the cost borne by the state.

July 1989. Ohio's new state biennium budget for the period July 1, 1989, through June 30, 1991, includes substantial increases over the previous biennium. State Line Item 514, which primarily provides funding for full-time adult vocational education programs, was increased for FY91 by 16.51 percent over the FY89 funding level. State Line Item 523, which primarily provides funding for part-time adult programs, was increased for FY91 by 2.72 percent over the FY89 funding level. As the result of the new funding, reimbursement levels were increased. Full-time adult unit reimbursement was increased from $16,850 in FY89 to $17,500 in FY90. Part-time adult hourly reimbursement was increased from $7.00 in FY89 per hour to $8.00 in FY90.

OKLAHOMA

••170••

July 1974-84 Activity • The SCOVE advocated competency testing and contracted a research project with the State Department of Vocational-Technical Education's Evaluation and Testing

Division to develop a system for determining the validity and reliability of current methods and usage of testing for competency during FY1985.

January 1984-December 1989. The SDVTE has developed and expanded the competency testing program to provide occupational duty/task lists and testing series to 170 occupations within 29 program areas. The agency worked with the Association of General Contractors, Inc., to further develop testing in the construction industry. AGC has adopted the tests in the construction trades and will be using them to certify workers. Currently, three pilot programs are funded in area vocational-technical schools to implement competency testing. The SDVTE is continuing to develop tests in all areas and revision for existing test series.

••171••

March 1987 Recommendation • The SCOVE recommended the SDVTE identify ways to assist comprehensive high schools to increase service to disadvantaged and handicapped students since over 50 percent of the schools were rejecting the disadvantaged and/or handicapped funds.

July 1987-89. The SDVTE implemented in-service workshops for local school administrators on the needs of their students and how the funds could be utilized to serve the disadvantaged/handicapped populations. The agency monitored the matching requirements and efforts were made to assure that funds not be rejected because of the school's inability to match. The agency placed greater emphasis on promotion and compliance of special populations. Schools not utilizing their allotment are encouraged to form cooperatives to provide services for the disadvantaged and handicapped populations. There are seven cooperatives in operation.

••172••

March 1987 Recommendation • SCOVE recommended the State Occupational Information Coordinating Council provide labor market information to the users. A state demand and supply document had not been published for the past two years.

January 1988-December 1989. The SOICC was transferred to the vocational education agency and, since that transfer, SOICC has developed and disseminated three major publications, conducted four Improved Career Decision Making Workshops (ICDM), developed and disseminated a math and science career awareness video, developed a software package for the Oklahoma Navy Reserve to provide awareness of training programs, published a Career Choices tabloid for statewide dissemination, and implemented the National Occupational Information Coordinating Council (NOICC) guidance guidelines in two schools (an AVTS and a comprehensive school system).

••173••

July 1978 Recommendation • Previous recommendations by SCOVE that a public information program on vocational education be energized are reaffirmed.

March 1987. The State Department of Vocational-Technical Education provided the development and coordination of a statewide public information program, "Vo-Tech--It Works!" The technical leadership and funding were provided by the state agency and participating area vocational-technical schools. The program has served as a national model and is continuing to be expanded in its planned phases of implementation.

••174••

March 1987 Recommendation • The Service Delivery Areas (SDAs) utilize funds to continue and expand innovative programs for development of small businesses through new products/processes, bid assistance centers, and incubator programs.

March 1989. The SDAs participated in funding the set-up and operation of the Bid Assistance Center network supported in the area vocational-technical school system.

OREGON

••175••

1984-87 Activity • Develop and implement regional vocational consortia to jointly plan and deliver vocational-technical education instruction.

1989. Regional planning groups have been established in all regions, with cooperative planning by high school, community college, JTPA, Apprenticeship, and Economic Development participants in each one.

This effort has been so successful that the Oregon Legislature adopted and funded our concept in the "Workforce 2000 Act" for implementation monies in 1989-91 for programs developed by these regional consortiums.

This act coordinates 16 different funded programs into one act administered by different agencies through one oversight agency, the Economic Development Department.

••176••

1984-88 Recommendation • Maintain career education staff in department. Develop and promote new state model for Career Development for all ages.

1989. A 1984 Council recommendation to maintain designated staff in the Oregon Department of Education was the sole reason that such a staff was retained.

The Oregon SCOVE held its 1987 public meeting focused on Career Development.

ODE staff then developed, with the aid of a steering committee which Council cosponsored, the new model using extensive business/industry/labor input.

State Board accepted the model and now have, in the 1988-89 year, held training sessions in the new model all over the state.

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1985-89 Recommendation • Implement action plans to involve business/industry/labor with vocational-technical education programs stressing partnerships, advisory committees and connections with trade and professional associations, as in the Association of General Contractors/vocational-technical education construction program.

1985-89. A tax write-off incentive bill for donations has been introduced in three sessions and is gaining support.

Local advisory committees are involved in the local vocational-technical education program evaluation, and training for this role has been provided to regions.

At least two state-level technical committees have been established each year with active use of industry representatives and with a Council member on each committee.

Approval process for vocational-technical education programs has been changed to require local committee sign-off on application.

A statewide business and education partnership conference is held each year, and SACVE-sponsored awards have been given to outstanding partnerships.

Associations and vocational-technical education are beginning to jointly sponsor programs, an outstanding example being the construction programs based on the Associated General Contractors curriculum and industry standards in 10 high schools and 1 community college this year, with plans for 30 secondary and 4 community colleges next year.

••178••

1987 Activity • Council published a newsletter, "SPOTLIGHT," designed for the local advisory committee member and our business/industry/labor partners.

1989. 7000 copies of the "SPOTLIGHT" are distributed for three editions yearly. "SPOTLIGHT" provides general background information, up-to-date legislative news about vocational-technical education, and key ideas for effectiveness as private-sector people advising educators.

••179••

1985-89 Activity • Council in active cooperation with JTPA developed unique method of gathering data for studies of coordination between the two acts and of the adequacy and effectiveness of those programs.

1986-89. Cooperation has been excellent in doing the studies. This last study required that the chief local administrator of secondary, postsecondary, and JTPA sit down together and fill out the survey instrument. This was a first time for a joint evaluation session for most regions. The result was a general feeling that the process had been very beneficial. This assisted successful joint and cooperative regional planning.

The findings from this process were valuable to the administrators who participated in their planning for the future. In addition to those who gathered and reviewed the data, the recommendations are being considered by both state-level systems.
The data gathering process became the first stage of the Oregon joint regional planning process.

PENNSYLVANIA

••180••

1986 Recommendation • The State Board of Education should encourage the implementation of the cluster approach in vocational education programs. Leadership in the initiative and models should be provided by the Department of Education

1988. The State Plan for Vocational Education established as a goal (II): "Facilitate, when appropriate, the shift of emphasis within secondary vocational education programming from predominantly specialized skill development to broad-based preparation."

1989. The Pennsylvania Department of Education established a technical advisory committee to discuss the cluster concept and develop a model for clustering vocational education programs. The Department of Education plans to disseminate the model for potential use in secondary vocational education programs in the state.

••181••

1987 Recommendation • The Department of Education should place increased emphasis on improving the academic foundations of vocational education students.

1989 Recommendation • The State Board of Education, through its regulations, and the Department of Education, through its policies and allocation of federal funds, should support efforts to integrate academic and vocational education.

1988. The State Board of Education adopted as an objective in the 1988-90 State Plan for Vocational Education (II.5) the following: "assist local vocational education agencies to integrate academic and vocational curricula." Subsequently, federal vocational education funds were made available to local education agencies to pursue this objective through the development of curriculum materials, in-service workshops and other professional development activities.

••182••

1988 Recommendation • The State Board of Education, the Governor, and the General Assembly should explore and initiate measures to expand the availability of postsecondary vocational education offerings to areas of the state not presently being served.

1989 Recommendation • The State Board of Education and the Department of Education should expand the availability of comprehensive vocational education programs to all areas of the Commonwealth.

1989. The Department of Education established a steering committee to develop proposed regulations and standards for the development of technical institutes, which would serve an adult population in existing vocational education facilities, principally area vocational-technical schools. These regulations and standards have been presented to the State Board of Education and are scheduled for formal consideration by the Board in 1990.

••183••

1985 Recommendation • The Pennsylvania Department of Education should conduct a public information program to make more citizens and students aware of vocational education. (The Pennsylvania Council on Vocational Education repeated its support informally for this concept in subsequent years in various forums.)

1989. The Department of Education funded a "public relations" project in 1989-90, with a probable extension in 1990-91. The project is being operated by a university in

Pennsylvania. A public information program is being planned with the assistance of a major public relations firm.

••184••

1989 Recommendation • Vocational education programs at the secondary level should be reimbursed, at least in part, for students' achievement of occupational objectives and other performance standards.

1989. The Department of Education has prepared a proposal that local education agencies receive a performance incentive award based on their students' achievement of a certain level of successful post-graduation placement rate. Successful placements will be regarded as employment, enrollment in a postsecondary institution or enlistment in the armed services. Provision of funding for this award awaits action by the General Assembly and the Governor.

PUERTO RICO

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March 1981 Recommendation • "Establish a monitoring system as part of the accountability procedure in order to assure that program funds are used effectively and properly. This on-going monitoring system should provide the necessary feedback of funding and expenditure information that should enable administrators and programs to modify or change programs while they are operating."

1987. The Vocational Services Component, appointed to the Planning Office, initiated a monitoring program to determine the effectiveness of vocational services.

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June 1987 Recommendation • The Office of the Guidance Program should produce the resources to assess the need and feasibility of initiating a gradual reorientation of the guidance services toward the evolutionary goal that focuses on the student's early stages of growth and development. Even though it is only one of its basic elements, the knowledge and skills for an eventual vocational choice and adjustment in the world of work should be provided to students from the beginning of their academic experience.

1988. Seven Information and Evaluation Centers were established, one at each educational region within the Department of Education.

November 1989. Having evaluated an instrument for vocational interests adapted to Puerto Rican students, the Guidance Program, in collaboration with the SCOVE, offered training to 300 counselors about the use of this instrument. Also a video cassette was made available for future training.

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April 1988 Activity • SCOVE studied various documents utilized by state agency for the approval of public postsecondary vocational-technical education institutions and programs. As a result, SCOVE offered recommendations conducive to tempering these documents to Puerto Rican reality.

1989. State agency modified the documents analyzed by SCOVE.

••188••

1985 Recommendation • Increase the efforts directed to achieve greater private-sector participation as collaborators in vocational training curriculum development and quality control. (The Council's president collaborated in the communication between the Puerto Rico Manufacturing Association and the Department of Education.)

1988. The Department of Education and the Puerto Rico Manufacturing Association signed a cooperative agreement.

RHODE ISLAND

••189••

1986 Recommendation • The Board of Regents for Elementary and Secondary Education should support the efforts of the State Council to gain legislative approval of 87-H6354 creating a state policy for vocational education and full funding for the costs of all approved secondary education programs, including guidance and placement services.

1987. The State Council submitted legislation to establish a state policy on vocational education. This action caused the Department of Education to also submit similar legislation. The State Council agreed to support 87-H6354 Sub. A, which became law. The Board of Regents subsequently adopted a policy for vocational education based on the new legislation. The State Council also supported the Board of Regents new policy. Without the Council's initiative, there would not be a legislative state policy on vocational education.

••190••

1988 Recommendation • That the Board of Regents adopt and promulgate the recommendations made by the Advisory Committee on Regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers in Rhode Island.

1989. Following the passage of legislation on vocational education by the Rhode Island General Assembly and adoption of a policy for vocational-technical education in Rhode Island, the Commissioner of Elementary-Secondary Education, J. Troy Earhart, appointed a committee to review the regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers in Rhode Island. Thirty-two committee members were appointed in November 1987. Included in this broad-based committee were the executive director of the State Council, together with its chairman and another Council member. The committee represented business and diverse community groups, along with members of the education community. This committee had a total of 27 full committee meetings and 25 subcommittee meetings. This critical work was completed in February 1989 and was transmitted to the Commissioner for his review and Board of Regents action. Public hearings are schedule for spring 1990.

The State Council played a significant role in the revision process. The Council has taken a keen interest in access and equity issues, relevancy of programs, quality of programs, and improvements in the administration of vocational-technical programs in Rhode Island. Significant changes were recommended in the areas of staffing, curricula, and programs for the disadvantaged and handicapped. Critical to the committee's work was improving orientation, information, and awareness activities originating in both the Department of Education and in the area vocational-technical centers. Specific changes are recommended in application, assessment, and admission

procedures. If adopted by the Board of Regents, these revisions will have a major impact on the delivery of vocational-technical programs in Rhode Island. The Council takes pride in its significant contributions to this process.

••191••

1987 Recommendation • The state should fully reimburse local education agencies for costs incurred for students attending area vocational centers and the William M. Davies, Jr. Vocational High School.

1987. A bill passed by the General Assembly and signed by the Governor provides full funding for the tuition costs of vocational education. Reimbursements are to be phased in, with full reimbursement (based on the reference year FY88) to be in place by 1989.

••192••

1988 Recommendation • That the Board of Regents study the effect of the increased graduation requirements on enrollments in vocational and business programs and give serious consideration to mandating that all Rhode Island high schools operate for a minimum of seven periods per day.

1989. The Board of Regent agreed with this recommendation. The Council and the Board of Regents have agreed to cosponsor a statewide study that will determine the effects of increased graduation requirements on students choice of vocational-technical programs. In addition to the effect of new graduation requirements, the study will also examine other potential causes of lower enrollments; for example, local graduation requirements, scheduling formats, busing, and quality point systems. Current attitudes toward vocational education will also be assessed.

••193••

July 1988 Recommendation • That the Department of Education complete a statewide needs assessment before establishing funding priorities for FY1990.

1989. The Board of Regents agreed with this recommendation and the Commissioner established his Advisory Committee on Vocational and Adult Education Priorities. This broad-based group represents parents, students, educators, business, community organizations, special populations, Workforce 2000, JTPA, and the State Council.

The State Council, in cooperation with the Division of Vocational and Adult Education, Workforce 2000, and the Adult Education Commission, agreed to cosponsor a statewide needs assessment in support of priorities setting. The Intergovernmental Policy Analysis Program at the University of Rhode Island was selected to do the assessment. Dr. Glenn Kumekawa led the research team in the assessment activities. Five focus group meetings were conducted involving nine key constituencies. Five statewide forums were held. The research team identified four significant clusters for priority development: enrollment, access, internal quality, and relevance. The Commissioner's Priorities Committee used the data from the study to develop the 1990 Priorities Package, which was accepted in its entirety by the Commissioner.

SOUTH CAROLINA

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April 1987 Activity • Policy concerning utilization of short-term adult funds seemed to be in conflict with the memorandum of agreement. The Council requested procedures be revised to reduce elaborate administrative functions.

April 1987. Administrative barriers were reduced by the State Board on Technical and Comprehensive Education.

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November 1986 Activity • Articulation and coordination between vocational, technical, and adult basic education.

March 1989. Each of the 16 individual AOTACs (area committees) prepared written agreements signed by the appropriate persons which contained provisions to achieve articulation and coordination for vocational, technical, ad adult basic education in all geographic areas of the state.

••196••

1985 Activity • The Council worked with the Governor's committee to include provisions for additional state funding for modernizing vocational education equipment annually in the Education Improvement Act.

1989. The General Assembly has appropriated these additional funds for modernizing vocational education equipment: 1985-86, $7,000,000; 1986-87, $5,000,000; 1987-88, $3,190,087; 1988-89, $3,000,000; 1989-90, $5,000,000). Five-year total: $23,190,087.

••197••

November 1989 Activity • A concentrated effort to increase local articulation and coordination of secondary vocational and technical colleges.

March 1989. The sixteen area committees (AOTACs) were formed by state law to develop procedures for articulation. Membership on each includes representatives from JTPA, local literacy councils and economic development groups.

SOUTH DAKOTA

••198••

October 8, 1987, Recommendation • The South Dakota Council on Vocational Education recommended to the South Dakota Board of Education that the emphasis on vocational education for counselors and administrators to receive or renew their certificates be increased.

October 1987. The South Dakota Board of Education passed the recommendation and asked the Office of Adult, Vocational and Technical Education to set up a technical committee to come back with recommendations on how to implement the recommendation. The technical committee met and recommended that certification standards be changed to require South Dakota's colleges and universities add courses specific to vocational education to the curriculum for guidance counselors and administrators and that a portion of the practicum must be spent in a vocational school.

December 8, 1988. The South Dakota Board of Education at their public hearing unanimously passed the rule change recommendations. This will enhance vocational-technical education curriculum for future counselors and administrators.

May 1989. The office of Adult, Vocational and Technical Education hired a vocational education guidance coordinator. This person will help counselors and administrators who are currently in the field increase their knowledge and appreciation of vocational-technical education.

••199••

October 8, 1987, Recommendation • The South Dakota Council on Vocational Education recommended to the South Dakota Board of Education that academic graduation requirements be earned through the completion of approved vocational-technical programs with academic competencies identified as a part of their curriculum.

October 1987. The South Dakota Board of Education passed the recommendation and asked the Office of Adult, Vocational and Technical Education to form a technical committee comprised of academic and vocational education and report back to the Board with recommendations. The technical committee met four times.

September 1989. The technical committee's report was presented to the South Dakota Board of Education. The report includes a list of selected academic courses and the vocational courses that meet those competencies. The South Dakota Board of Education unanimously approved and passed the technical committee findings and proposal on vocational credit satisfying high school graduation requirements. The public rule hearing is set for April 1990.

TEXAS

••200••

June 1984 Activity • Drafted--at the request of Governor--legislation to bring about major reforms in Texas vocational education programs.

July 1984. Legislation incorporated into omnibus education reform package passed during Special Legislative Session. Ninety percent of Council reform measures included in historic House Bill 72. Measures include five-year sunset reviews of programs, competency based instruction, tying program approval and funding to priority occupations, considering the academic suitability of students before entry into vocational education, articulation agreements between secondary and postsecondary institutions, reducing duplication of programs, joint State Board of Education and JTPA initiatives, utilizing industry personnel as a part of team teaching, and the development of a five-year Master Plan for Vocational Education in Texas--with annual updates--that addresses state's total needs.

••201••

July 1986 Activity • Identified--at the request of the State Board of Education--a new curriculum framework for vocational education at the secondary level that includes ties to the postsecondary level and JTPA.

January 1987. Council recommendations--85 percent--were included in Master Plan for Vocational Education in Texas that was jointly adopted by the State Board of Education and Texas Higher Education Coordinating Board. Among Council recommendations included in the Master Plan were teaching of keyboarding and

computer literacy skills at K-6; offering of Introductory Technology and Life Management Skills courses at grades 7-8; applied math, language arts, and science courses beginning at grade 9; cluster courses beginning at grade 10; Principles of Technology, specialized training, and 2 + 2 programs starting at grade 11; and a regional planning system that brings vocational education, JTPA, and other human resource programs to the same planning table to identify needs and set priorities.

••202••

April 1987 Activity • Worked with State Job Training Coordinating Council and key state House and Senate members in drafting a resolution to establish the Texas Literacy Council, with its key purpose to coordinate multi-agency literacy and dropout prevention initiatives.

May 1987. SCR 48 was passed establishing the 17-member Texas Literacy Council. The Texas Legislature--in May 1989--enacted legislation making the TLC permanent and also creating an Interagency Work Group to support the TLC. Our Council, the JTPA Council, and other human resource councils and state agencies are represented on the Interagency Work Group.

••203••

November 1989 Activity • Drafted--for the benefit of the Texas Literacy Council--a proposal to have the Texas Chamber of Commerce conduct 12 community conferences across Texas in the spring of 1990 for the purpose of facilitating joint planning, coordination, and cooperation between <u>all</u> literacy and training providers--public and private--in the delivery of literacy services. Other state agencies provided input to T/COVE who in turn drafted the proposal.

December 1989. The Texas Literacy Council approved the community conference proposal. Conference objectives include regionalization of needs assessments and delivery of services--using same regional boundaries as for vocational education and JTPA joint planning; gathering of public testimony for use in developing a long-term literacy plan for Texas to be submitted to the 1991 Legislature; and development and implementation of local multiple media campaigns to heighten public awareness and involvement in literacy and school dropout prevention initiatives.

UTAH

••204••

April 1987 Recommendation • <u>Added Cost Funding for Postsecondary Vocational Students.</u> The Vocational Council recommended that a system of formula budgeting be developed and implemented for vocational-technical education at the postsecondary level, as there was nothing in the funding of higher education to accommodate the higher cost of vocational-technical programs as compared to regular lower-division academic programs. Formula budgeting, which would weight high-cost vocational programs more than general education programs, would respond to the Vocational Council's major concern about the technical colleges becoming community colleges and would enable vocational programs at the other postsecondary institutions to develop and respond to job preparation needs of students.

February 1988, February 1989, and February 1990. <u>Added Cost Funding for Postsecondary Vocational Students.</u> The State Board of Regents accepted this concept proposed by the Vocational Council and convinced the legislature to appropriate $300,000 extra for vocational enrollments during February of 1988, $1.2 million during February of 1989 and are recommending additional funding of $2.5 million during the next legislative session in February of 1990. The Regents also have in place a policy to ensure that these extra funds are used for vocational programs. This will

have a major impact on postsecondary vocational education and, absolutely, would not have happened without Vocational Council input.

••205••

April 1985 Recommendation • Ensuring that an Associate Degree Person Can Become a Registered Nurse. The State Board of Regents and the Legislature should prevent the State Board of Nursing from requiring that a person obtain a B.S. degree to become a registered nurse.

February 1985-February 1989. Ensuring that an Associate Degree Person Can Become a Registered Nurse. Even though the State Board of Nursing was going to make the change to require a registered nurse to have a B.S. degree, the Legislature modified the Nurse Practice Act in February of 1986 to state that the State Board of Nursing could not require more than an associate degree for a person to become a registered nurse. Language in the act would permit a person to have a B.S. degree, of course, but, through the efforts of the Vocational Council and others, the State Board of Nursing was prevented from taking this action, which would have been a very costly measure, both in terms of money and in the time of students. The Vocational Council played a major role in the legislation and this probably would not have happened without our input.

••206••

April 1986 Recommendation • Including World-of-Work Concepts in Secondary Core Curriculum Guide. The Vocational Council recommended that almost every subject taught within the elementary and secondary core curriculum include world-of-work concepts so the students will understand how the subject they are learning relates to jobs and careers.

June 1987. Including World-of-Work Concepts in Secondary Core Curriculum Guide. As the core curriculum guide was developed by the State Office of Education, which would impact elementary and secondary education over the next several years, the Vocational Council had substantial input into the lesson plans to ensure they included objectives that a student be able to tell how a subject related to jobs and careers. Examples of how these objectives should be written were provided to the curriculum writers from business and industry leaders, through the efforts of the State Vocational Council. The Associate Superintendent with the State Board of Education really caught the vision of this whole effort and implemented the Vocational Council's concerns within the curriculum material.

••207••

April 1984-April 1989 Recommendation • Critical Industries (or Custom-FIT) Funding for New and Expanding Business. The Legislature should provide funds to the education system to help new and expanding companies train skilled people for jobs.

February 1985-February 1989. Critical Industries (or Custom-FIT) Funding for New and Expanding Business. Because of actions by the State Board staff and the Vocational Council, Utah had some $300,000 funding for Custom-FIT training. This went on for several years but was going to be cut to zero. The Vocational Council stepped in and persuaded the State Board of Education and key legislators to maintain the $300,000 level of funding. Subsequent to this, this funding went to $1 million and is now almost $2 million. The Vocational Council has played a key role in maintaining these funds and in having them expanded to meet the needs of new industries locating in Utah, as well as current industries expanding.

••208••

Recommendation • "Added Cost" Funding for Secondary Vocational Education Programs. Continue "added cost" funding for high school vocational education programs. Many high school programs do cost more than general education/academic programs and, if we are to maintain viable vocational programs at the high school level, we must continued the "added cost" concept.

"Added Cost" Funding for Secondary Vocational Education Programs. Several years ago, the Utah Legislature implemented a program to have extra funds for vocational education students, recognizing the fact that many vocational programs do cost more money than regular academic programs. When these funds reached some $11 million, the local superintendents banded together to eliminate this concept from the legislation and were successful. But two years later, when it was determined that they were actually spending less money for vocational programs than previously, the Legislature reinstituted the "added cost" concept in the state funding legislation. This, absolutely, would not have happened without input from the Vocational Council and has meant many millions of dollars more for vocational education at the high school level and has had a major impact on the growth of secondary vocational education in Utah high schools.

VERMONT

••209••

Activity • Council initiated, via testimony before the Vermont House Education Committee, a bill (H-799) to form a study task force which was later to become the Getting Ready to Work Study Commission.

Subsequently, the Council hired staff and acted as advisors to this task force. An interim report, Target 2000, was published and public hearings were held during November and December of 1989. The Commission recommended some major restructuring of both the K-12 system and the vocational-technical education system. The Governor is now in possession of the final blueprint for implementation for Target 2000 and the next phase is expected to begin in January 1990. The Council has been asked to continue to staff and advise the Governor and her implementation team. This is expected to be a major undertaking with broad implications for the entire education system in Vermont, including the postsecondary and teacher training institutions.

••210••

Activity • The Council spearheaded an effort to bring together Community Land Trusts and Vocational-Technical Building Trades students in order to (1) build affordable housing for Vermont citizens, (2) reduce the need for local districts to tie up money in real estate, and (3) allow students more time on a wider variety of disciplines (more time on-task due to reduced need to turn property over quickly).

••211••

Activity • A Council member who is also a Building Trades teacher worked with the business community to bring a group of students to aid the victims of Hurricane Hugo in South Carolina. Governor Kunin came to their vocational center and personally handed out certificates of thanks.

VIRGINIA

••212••

February 1989 Recommendation • The State Board should identify ways to link more closely the secondary vocational education and apprenticeship programs.

April 1989. Representatives from education, apprenticeship training and employers were brought together to explore ways to link secondary vocational programs with apprenticeship training. A model secondary part-time apprenticeship program was developed and is being implemented at several sites during the 1989-90 school year.

••213••

June 1987 Recommendation • Council recommended the FY1989 and FY1990 state plan expand 2 + 2 programs (Tech Prep) into five additional community college regions each year. In August 1989, a follow-up recommendation was made to further expand to ten more sites during FY1991 and FY1992, plus six additional programs where one already exists.

September 1987. A plan for the coordination of vocational programs in public schools and community colleges, including expansion of 2 + 2 programs at ten sites during the two-year period was developed. In November 1987, the Governor held a press conference announcing the new coordinated initiatives. Ten 2+2 programs have been started. The draft state plan for FY1991 and FY1992 includes further expansion to ten additional sites to involve every community college region in the 2 + 2 program concept.

••214••

March 1987 Recommendation • Council recommends the State Board bring a representative group of vocational educators and others together to review proposed changes in teacher education programs and explore alternative ways vocational teacher education preparation programs can be revised to meet the goals of more liberal arts preparation, fewer methodology courses, and more subject matter content.

April 1987. The Council and state vocational staff jointly hosted a two-day meeting of vocational educators to review new teacher education criteria and identify changes to be required for vocational teacher education institutions to receive approved program status. The meeting helped institutions begin the process of developing revised program plans for final approval prior to July 1, 1989.

••215••

December 1985 Recommendation • Council recommends the State Board implement a plan to improve the quality of vocational education programs and services.

September 1986. A program entitled "Check Excellence for Vocational Education in Virginia" was initiated. The concept involves individual teachers and administrators or groups of these individuals making a commitment in the fall to undertake some new initiative that will result in improved quality in vocational programs and services. Written evaluations of achievements are judged in late spring to determine regional winners. Regional winners compete for state-level recognition. The council participates in the "excellence program" by recognizing outstanding business and industry partnerships with vocational education in public schools and community colleges. The program is in its fourth year.

••216••

December 1985 Recommendation • The State Board should improve the image of vocational education as perceived by students, parents, counselors, and the private sector.

July 1986. Joint efforts by the Council, State Board, and state staff resulted in a state plan strategy to develop a marketing program for vocational education. Market research and product development targeting students, parents, and counselors in 1986-87 provided video, audio, and printed components for use with a marketing plan for local-level implementation. Vocational administrators received training session on how to use the marketing products. Results in 1988 and 1989 were very good with exceptional media coverage throughout the state in February 1989. "Career Success" magazine was included in the marketing initiative from the state level. Additional products targeting business and industry have been developed and the marketing program has evolved into an ongoing initiative.

WASHINGTON

••217••

March 1987 Recommendation • Council recommended a statewide focus on coordination and integration be provided by state leadership as part of the Governor's economic development activities.

December 1989. The Governor has proposed a two-year, $2.8 million plan which will:

in 1990

- Finance a systematic study of all training and vocational education in Washington State.
- Establish an advisory committee consisting of key stakeholders to direct the study process.
- Establish pilot projects to test innovative approaches to training/retraining.

in 1991

- Reorganize and expand state efforts toward vocational education and training/retraining based upon study results and recommendations.

••218••

1975-88 Recommendation • Council recommended the three agencies responsible for public vocational education (the State Board for Vocational Education, the State Board for Community College Education, and the Office of the Superintendent of Public Instruction) develop a strategic state plan for vocational education--a process which envisions the future, develops goals, objectives, procedures, and strategies for implementation.

January 1989. Working cooperatively, the state agencies listed, in consultation with the State Council, have completed Phase I of the integrated State Plan (determining the mission,evaluating current status, summarizing trends, developing goals and objectives). The State Council currently is facilitating Phase II (development and implementation strategies to achieve goals and objectives). This process reflects the state's first efforts toward integrated planning for all federal, state, and local resources for vocational education.

••219••

1975-89 Activity • State Council has initiated efforts to make effective use of local advisory councils/committees in planning, conducting, and evaluating vocational programs.

1975-89. The State Council, in cooperation with the administrative agencies for vocational education, has provided a leadership role in development of quality technical-assistance materials, conducting local/regional training workshops, and actively pursued legislative support for local vocational education advisory councils/committees.

••220••

March 1987 Recommendation • The State Board for Vocational Education should facilitate efforts of the public and private sector in developing state and local marketing strategies designed to enhance the image of vocational education.

June 1989. The State Board has conducted a "needs" survey, determined marketing priorities and hired staff to begin this effort. As a result, vocational education public relations activities at the state and local levels have increased strategic coordination.

••221••

March 1987 Recommendation • The State Board, Office of Superintendent of Public Instruction, State Board for Community College Education, Service Delivery Areas Administrator's Association, Department of Employment Security, and Job Training Coordinating Council should jointly develop and implement educational programs for educational representatives serving on local Private Industry Councils to assist them in developing and maintaining effective communication with vocational educators and administrators in their service delivery areas.

1988-89. Organizations named, in cooperation with the State Council, developed and implemented programs for educational representatives serving on PICs through a state conference, regional meetings, and workshops. These information-sharing activities have resulted in increased coordination between JTPA and vocational education programs reducing program duplication and increased services to students.

WEST VIRGINIA

••222••

March 1989 Recommendation • The State Board of Education should utilize the State Council on Vocational Education to assist in establishing technical advisory committees. The establishment of the technical committees should be accelerated.

September 1989. The West Virginia Department of Education contracted with the State Council to assist in organizing technical committees composed of private-sector individuals in the areas of forest products, metals, and industrial electricity/electronics. The committees will review existing curricula and provide recommendations for updating curricula and equipment in programs throughout the state.

••223••

March 1989 Recommendation • At the state level, develop strategies for the dissemination of information relating to student financial aid.

September 1989. The Bureau of Vocational, Technical and Adult education of the West Virginia Department of Education began conducting a series of seminars for local vocational administrators across the state to provide updated information on student

financial aid and to establish a point of contact within the Bureau of Vocational, Technical and Adult Education to provide support to local administrators.

••224••

March 1989 Recommendation • A task force should be appointed to review the existing contractual agreement between the West Virginia Board of Education and the West Virginia Board of Regents with consideration given to expansion or revision of the agreement in regard to division of federal funds, articulation of secondary students into postsecondary programs at state or community colleges, exchange of statistical data between the two boards, elimination of undesirable duplication of programs offered, and sharing of facilities by local boards of education and state or community colleges in the area.

July 1989. As a result of concern expressed by many groups, including this Council, the state legislature established a Joint Commission on Vocational Education with one of its primary missions being to address issues of articulation. Two Council members were appointed to the commission, one of whom chairs the commission. A report to the legislature has been prepared for the 1990 session.

WISCONSIN

••225••

1985-89 Activity • Wisconsin COVE actively supported and participated in development and implementation of long-range plan for statewide K-12 policies and procedures to prepare elementary and secondary students for the world of work. (Consistent Wisconsin COVE activities from 1985-89 included numerous related recommendations, meetings, studies, projects, public hearings, reports, etc., to enhance secondary vocational education.)

1985. Education for Employment Initiative became law.

1986. Governor's Council on Business and Education Partnerships (policy board) created for Education for Employment implementation.

1986. DPI and VTAE established $500,000 joint fund to develop articulated vocational education programs between secondary schools and VTAE colleges (included in State Plan).

1987. Articulation structure developed by VTAE/DPI.

1987. Projects operated in VTAE districts.

1987. VTAE implemented uniform reporting system for VTAE districts. (Anticipate VTAE/DPI statewide uniform reporting system, including coordination and collaboration, in place in 1990.)

1987-89. DPI established processes to implement new curricula including staff development, articulation, serving children at-risk, basic skills in vocational education, partnerships, equal access, high school equivalency diploma, new directions for vocational education in the secondary system, minority/disadvantaged initiatives, vocational student organizations, development of new curriculum guides, etc.

1989-90. Developed DPI guide for district administrative personnel regarding approvable, insurable and legal vocational education, K-12, work experience programs.

1989-90. Continuing curricula and staff development.

••226••

November 1988 Activity • Wisconsin COVE initiated efforts to ameliorate vocational education for the incarcerated. (Wisconsin COVE public hearing and evaluation study of vocational education to the incarcerated in Wisconsin preceded comprehensive recommendation to VTAE, DPI, and DOC. Issues included sex equity, program evaluation, funding, articulation, cooperation, collaboration, strategic plan, follow-up study and legislation.)

1989-90. Department of Corrections (DOC) reviewed existing programs for relevancy.

Increased vocational education programs and resources to incarcerated females.

Vocational education programming enhanced for new correctional facilities.

State legislation enacted to create independent State Department of Corrections (effective January 1990).

Enhanced articulation and planning among education providers (i.e., will develop vocational education strategic plan for corrections education and expand opportunities for inmates to access financial aid monies).

VTAE supports feasibility study for televised instruction in correctional facilities to develop statewide electronic education system for inmates including secondary and postsecondary courses.

VTAE endorses follow-up study of inmates who have received vocational education training, and reentered society, to determine effectiveness of vocational education training programs.

••227••

April 1988 Activity • Wisconsin COVE promoted expansion of work experience programs in K-12. (Wisconsin COVE and DPI jointly developed guide for district administrative personnel by establishing approvable, insurable and legal vocational education (k-12) work experience programs. The guide will enable schools to develop quality partnerships for student work training programs while in high school.)

1988-89. Department of Public Instruction (DPI), K-12, approved.

Employed UW-Stout consultants.

Steering Committee and work groups identified (including representatives from DPI, Bureau of Vocational Education, K-12 administrators, Department of Industry, Labor and Human Relations (DILHR), Private Industry Council (PIC), University of Wisconsin (UW) Vocational Department, Cooperative Education Service Agency (CESA), Labor, Special Needs, Agriculture and Wisconsin COVE).

Draft completed (12/89). Guide to be printed and available for K-12 school districts (429) throughout Wisconsin in the 1990-91 school year. The guide will also be distributed to the chief education officer in each state.

••228••

1986 Activity • Wisconsin COVE promoted and helped create K-12 developmental guidance model to systematically and comprehensively address developmental stages of students in the secondary school system.

1986. DPI Wisconsin Developmental Guidance Model (WDGM) implemented to provide framework for local school districts to successfully provide developmental guidance programs.

1987-89. Exemplary model.

Base for Wisconsin Career Information System (WCIS) in developing career education and education for employment.

National Occupational Information Coordinating Committee (NOICC) built national guidelines on developmental guidance competencies.

Standard text for staff training.

1989-90. Integrating competencies in developmental guidance with Wisconsin Health Education curriculum.

••229••

July 1988 Activity • Wisconsin COVE submitted detailed recommendation with substantive information to the State Board to develop and implement a statewide comprehensive coordinated, collaborative, cost-effective, vocational education marketing program to improve the image and public awareness of vocational education in Wisconsin.

1988-89. Addressed internally (State Board, local VTAE administrators).

Addressed externally (Governor's Weigell Study Commission, Wisconsin COVE, Legislative Audit Bureau, public hearings and others).

State Director appointed Marketing Committee with broad statewide representation committed to "development of major marketing study ... in response to the concerns expressed by the State Council on Vocational Education ... ."

Final action pending.

••230••

1988 Activity • Wisconsin COVE opposed proposed legislation by State Board of Nursing to require baccalaureate degree to become a registered nurse in Wisconsin. (A critical issue with current shortage of nurses. Currently, more than 50 percent of the registered nurses in Wisconsin

do not have a baccalaureate degree but hold an associate degree or nursing diploma. The same State Board examinations are required.)

1988-89. Concerted and protracted joint efforts defeated proposed legislation.

WYOMING

••231••

November 1988 Activity • Wyoming SCOVE conducted a public forum in which the leaders of public- and private-sector agencies met to discuss the means of improving vocational education program quality and accessibility, particularly in small, rural schools.

1989. Increased coordination and communication between agencies have resulted from this meeting. The SDE is evaluating certification and accreditation policies in terms of current demographics. The legislature established a council with members representative of Wyoming educational institutions to study the future of education to ensure a world-class education for all citizens. Wyoming has renewed vigor in marketing education as a means of economic development.

••232••

1986 Activity • Wyoming SCOVE worked with agencies to identify apprenticeship training needs.

8/86, 8/87, 8/88, 8/89. The Mountain States Journeyman & Apprenticeship Training Seminar has met to sharpen existing skills and teach new methods of teaching trades to representatives from such fields as electrical, plumbing, sheet metal, building, construction and pipe fitting. Faculty and participants represent 14 western and midwestern states. This program has served as a national model for training programs.

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